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ABSTRACT

This annotated bibliography of 481 journal articles is the most recent of a series of compilations begun in 1946 on the teaching of college English. Of the eight categories included, literature and freshman English receive the greatest emphasis. Other sections treat the English program, language, drama and television, speech, journalism, and the preparation of English teachers. Nearly 50 percent of the annotations deal with freshman English. (RL)

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AN ANNOTATED BIBLIOGRAPHY ON THE COLLEGE TEACHING OF ENGLISH

1957-1963

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The number in the parentheses is the total number of items credited to the bibliographer. It is not, of course, a report of his labors since many periodicals had to be searched which, it was discovered, printed no relevant articles.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

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PREFACE

At the December 1942 meeting of the College Section of the NCTE, the members present decided it would be helpful to have available annual bibliographies on the college teaching of English. In 1946, the first installment was published as Pamphlet Publication Number 8 of the NCTE. Edited by Professor Edna Hays, this pamphlet provided annotations on 347 articles that had appeared during 1941 through 1944. A second installment of 203 annotations, compiled by Professor Hays and limited to 1945, appeared in *College English,* 8:8 (May 1947), 410-434. A third installment of 184 annotations covering 1946, also compiled by Professor Hays, appeared in *CE,* 9:8 (May 1948), 430-453. The fourth installment did not appear until 1957 *(CE,* 19:1, 17-26). Compiled by Professor John McKiernan *et al.,* this installment contained 98 items covering the period 1954 through spring 1956. What follows is the most recent installment. Compiled by Professors McKiernan, Rowland, Van Gelder, *et al.,* its 481 annotations cover the years 1957 through 1963.

Though a stylistic continuity was not possible because of the personnel shifts in such a long-term and tedious undertaking as this, the attempt to present all annotations as abstracts of the authors' statements was fairly successful. This and the scope of the bibliography may make it a ready reference for discussion and study of aspects of the profession which relate to the college teaching of English. The committee presents below not an exhaustive bibliography but a reasonably complete one based upon the journals which commonly deal with the college teaching of English *(CE, The CEA Critic,* etc.) and most others in which one can expect to find such articles at least once a year. Since *English Journal* is almost restricted to the high school teaching of English, no attempt was made to annotate it, though an occasional article whose relevance to college teaching was unusually strong was included in this survey. Users of this bibliography need not be reminded that many articles in *English Journal* have varying kinds of relationship to the college teaching of English; the newly published *Annotated Index to the English Journal, 1944-1963* will help in locating these.

The following categories were used for the classification of articles. Obviously, such categorization can hardly be definitive. One should use this tool, as others, with some sense of imagination.

I. The English Program
II. Freshman English
III. The English Language
IV. Literature
V. Drama
VI. Speech
VII. Journalism
VIII. The Preparation of English Teachers

These categories have not changed significantly since the first installment though they have been subject to some regrouping. During the earlier years of the bibliography there was, naturally, some concern with English in its relation to the war effort. One would not expect to have seen that continued. Other changes—a slight decline in emphasis upon communication programs, English for engineering students, and humanities courses—may reflect not an actual change in the concerns of the profession but only a change in the concerns of the journals themselves. One recalls, too, that since 1941 new journals have come into being which deal entirely with what were previously segmental interests; the best example is, of course, *College Composition and Communication.* Tempted to make any interpretation based on quantitative proportions among the categories in the bibliography, one would have to keep in mind also that the various speech, drama, and journalism periodicals serve more specialized interests. They also have been for the most part excluded chiefly because this bibliography has as its primary concern the *teaching* of English (in college). *Abstracts of English Studies,* for example, will provide annotations on the subject matter of the field.

Whether it represents the exasperation or the dedication of the profession, it is interesting to discover that 47 percent of the following annotations deal with the freshman English program in one way or another; previous installments reveal similar emphases. Hawthorne would find a moral there.

J. Carter Rowland, *Chairman*
Committee on a Bibliography
of College Teaching

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I. THE ENGLISH PROGRAM (considered in its totality. Articles in this category deal with programs *qua* programs and not with isolated aspects of the total program.)

A. Description of Programs

1. ALLEN, HAROLD B. "A Reply on Pluralism," *College English,* 23:1 (October 1961), 20-22.

Sledd is right in saying that departments must teach several grammars, but eighteenth century latinate grammars are not as valuable as he says. (9)
Cross-Reference VIII.

2. CAMPBELL, ROBERT. "English for the Non-Major," *The Journal of General Education,* 10:2 (April 1957), 72-77.

The complete English program demands one type of course prepared strictly for the English major and another type in which majors and nonmajors will meet on equal terms. The latter type should afford the student enjoyment in the art of literature and "open his mind to the complex business of human life." (12)

3. CARR, ARTHUR J. "A C.E.E.B. Summer Institute: Forethought and Afterthought," *College English,* 24:8 (May 1963), 639-644.

The CEEB Institute held at Ann Arbor, Michigan, attracted able high school teachers who were enthusiastic about the results of the 1962 summer institutes. But the results are small in comparison with the work that remains to be accomplished by those responsible for the English curriculum. The continuity of these efforts, however, is dependent upon Congressional legislation which will afford the humanities the support that has been given the sciences. (6)
Cross-Reference I. D.; VIII.

4. COHEN, HENNIG. "American Studies and American Literature," *College English,* 24:7 (April 1963), 550-554.

The American Studies program shows marked progress toward maturity. One of the proofs of this progress is the increasing insistence of Americanists on "a mastery of the material and techniques of the disciplines which they presume to use." (6)

5. DONNELLY, WILLIAM J. "Aims for Teaching English," *Catholic Educational Review,* LX:8 (November 1962), 545-550.

The general English curriculum should be a maturing influence on the student by teaching him to communicate, learn, understand his place in history, create, and develop professional skills. (10)
Cross-Reference I. E.

6. FORSTER, LOUIS. "The English Program," *Baltimore Bulletin of Education,* XL:1 (1962-1963), 12.

The program at Baltimore Junior College of literature, writing, and reading is largely remedial in nature and is designed to provide facility in reading, fluency in writing, and discriminating tastes in literature. (11)

7. FOSTER, EDWARD. "College English for Non-Major Students," *College English,* 20:8 (May 1959), 387-410.

An analysis of the various English programs for nonmajor students in selected universities. Analysis includes description of programs, administration of programs, and success of programs. (3)

8. MCCULLOUGH, NORMAN V. "College-Wide English Improvement," *College English,* 21:7 (April 1960), 407-408.

An attempt at college-wide English improvement at Savannah State College resulted in only a few faculty using the pink slips provided them, in more than a few faculty indignant at having their errors pointed out by students, and in both faculty and students showing increasing awareness of the value of correct usage. (3)

9. MCNAMARA, E. "Some Notes toward the Establishment of Teachermanship (With Apologies to S. Potter)," *College English,* 22:8 (May 1961), 579-581.

Ironic advice on how to "succeed" as a college English teacher without working: dress, lecturing, paper marking. (9)

10. RANDEL, WILLIAM. "English as a Discipline," *College English,* 19:8 (May 1958), 359-361.

English cannot be considered a discipline because it lacks a definable subject matter. (3)

11. ROTHWELL, KENNETH S. "Programmed Learning: A Back Door to Empiricism in English Studies," *College English,* 23:4 (January 1962), 245-250.

Sharing an empiric approach, Frye's *Anatomy of Criticism* and Lumsdaine and Glaser's *Teaching Machines and Programmed Learning* suggest that "programming" may be viable for introductory literature courses and may help effect a coherent, sequenced English program from high school through college. (9)

Cross-Reference I. B.; IV. A., B.

12. SWETS, MARINUS M. "Instruction in a Junior College Freshman English Honors Class," *Junior College Journal,* XXXII:8 (April 1962), 448 ff.

Honors sections include all the basic elements taught in regular sections, using a reading approach to writing through a wide variety and range of assignments designed to give students considerable latitude in what they do as they are encouraged to explore the world of ideas. (11)

13. TYLER, PRISCILLA. "New Concepts and Content for the English Curriculum," *The English Leaflet,* LXI:1 (Mid-winter 1962), 4-10.

The entire English course, from kindergarten through the freshman year in college, could profitably have a linguistic orientation, in method and content, to develop two concepts: "language as a mechanistic institution related to meaning and communication, and language as the conserver and mirror of culture" for the individual and society. The first concept may be particularly related to the composing process and concerned with grammar, the latter especially involved with the history of language, dialect variation, and ethnic sources of American vocabulary. (6)

B. Objectives of Programs

14. CARLSEN, G. ROBERT. "The Way of the Spirit and the Way of the Mind," *College English,* 24:5 (February 1963), 333-338.

It is almost possible to trace the history of the teaching of English in terms of movements which emphasize either that which is purely of the mind or that which is basically of the spirit. Like the Greeks of the Golden Age, teachers now need to achieve a balance between the way of the spirit and the way of the mind. (6)

Cross-Reference IV. B.

15. DAVIS, CHARLES T. "The Art of Teaching English," *The Journal of General Education,* 14:3 (October 1962), 175-184.

There are reasons for the confusion that exists about standards and values in instruction of English, but an understanding of the disciplines of the profession will provide a basis for respect for and dedication to them. A relationship exists between sound scholarship and performance in the classroom. (6)

Cross-Reference IV. B.

16. FLANAGAN, JOHN T. "Cold Light and Tumbling Clouds," *College English,* 21:2 (November 1959), 86-89.

As English professors teach literature and writing to the growing number of college students, they must remember that literature is one of the fine arts, not documents of intellectual history; that writing should be lucid and logical, not cloudy with the jargon that obscures so much of present literary criticism. (3)

17. HENRY, GEORGE H. "English, the Life of English, and Life," *English Journal,* 52:2 (February 1963), 81-85.

College English departments have failed to reexamine their implicit assumptions that (1) the conventional English major program is preparation enough for teaching, (2) the English major's general education is not the department's concern, (3) the department need not be concerned with studying the teaching life, the place of the teacher in society. Departments need to develop a "sociology of English" that emphasizes the great general education value of the study. (8)

Cross-Reference VIII.

18. HOOK, J. N., *et al.* "The Basic Issues in the Teaching of English," *English Journal,* 48:6 (September 1959 Supplement).

A distinguished committee representing the American Studies Association, College English Association, Modern Language Association, and NCTE formulated a pamphlet stating the basic questions about language and literature and the preparation of teachers. (2)

19. **MacLeish, Archibald.** "What Is English?" *Saturday Review,* 44:49 (December 9, 1961), 12 ff.

The appropriate province of English as a university discipline is both something more and something less than professors have defined it, being most effective when it centers on a teaching of literature that perceives the relationship between the text and the world of the student. (11)

20. **Martin, Harold C.** "The Status of the Profession," *College English,* 22:7 (April 1961), 449-455.

To improve English instruction, college English departments must involve themselves more fully and effectively in teaching teachers. (9)

Cross-Reference VIII.

21. **Members of the 1958 Conference.** "Basic Issues in the Teaching of English," *PMLA,* 74:4, Part I (September 1959), 1-12.

Twenty-eight teachers, meeting under the auspices of the American Studies Association, College English Association, Modern Language Association, and NCTE, met and defined thirty-five basic issues in the teaching of English. These issues, stated as questions and followed by explanations and amplifying questions, are grouped under two headings: (1) Goals, Content, and Teaching Problems; (2) Preparation and Certification of Teachers. (1)

22. **Minot, Stephen.** "Examining the Examination," *College English,* 21:8 (May 1960), 469-470.

Instead of reflecting the student's ability, rewarding his efforts, or grading the class on a curve, the good examination should make the student reevaluate his day-by-day efforts, see the course in its totality, and discover his own intellectual poverty. (3)

23. **Myers, L. M.** "Linguistics—But Not Quite So Fast," *College English,* 23:1 (October 1961), 22-30.

Standard English is less regular in syntax and more affected by conscious theories than descriptivists admit, and their native "informants" are fallible; nevertheless, English teachers can learn from descriptivists the primacy of speech and its relation to writing, the necessity of stressing the dialect composition of English, and the importance of teachers' observing grammar and usage directly and carefully in formulating what they teach. (9)

Cross-Reference III. B., D.

24. **NCTE Committee on High School-College Articulation.** "What the Colleges Expect," *English Journal,* 50:6 (September 1961), 402-412.

The viewpoints of 116 colleges on competencies expected of incoming freshmen are summarized in terms of the categories of "Reading and Literature," "Writing," and "Language." (8)

25. **Ong, Walter J.** "Wired for Sound: Teaching, Communications, and Technological Culture," *College English,* 21:5 (February 1960), 245-251.

As technology advances, the emphasis in learning is moving from the written word to the spoken word. This changing emphasis will have its effect on the study of literature and writing. Both students and teachers must develop a sensitivity for the oral aspects of their culture. (3)

26. **Ostrach, Herbert F.** "English and the Lower-Class Student," *English Journal,* 52:3 (March 1963), 196-199.

Like others, English teachers do not want to face the most avoided issue in education today—the role of social class in the classroom. The orientations of lower class students conflict with those of the lower middle class teacher who appeals to values that are not realistic to them. Student "apathy" is actually resistance to such brainwashing that denies class structure. (8)

Cross-Reference VIII.

27. **Roberts, Marjorie Southard.** "This Is English Instruction Today," *Educational Horizons,* XXXVII:1 (Fall 1958), 21-24.

English is not workbooks or isolated subject matter. English is the whole man. "Nothing can be of more importance to our society and to the world than the basic understanding of others through effective communication." (13)

28. **Sledd, James.** "A Plea for Pluralism," *College English,* 23:1 (October 1961), 15-20.

Differences among linguists about such basic matters as the Trager-Smith phonology, definition of parts of speech, and IC analysis mean that to improve English teaching colleges must train more teachers better, provide better books, and give a course in English grammars, not English grammar. (9)

Cross-Reference I. A.; VIII.

29. Squire, James R. "The Place of English in an Age of Science and Technology," *Baltimore Bulletin of Education,* XXXVIII:3 (Spring 1961), 1 ff.

The English program for all levels must stress and build upon language as a vehicle for thinking, because only through the arts of language—all based upon effective reasoning—and through literature, which includes and admits the imagination, can students assume their heritage as human beings. (11)

30. Stocking, Fred H. "The Two Jobs of English Teachers," *English Journal,* 50:3 (March 1961), 159-167.

Teaching the skills of language and logic is not solely the responsibility of the English teacher. Essay questions should be used somewhere in all examinations in all subjects; teachers of all subjects should be capable critics of mechanics and style. And, although composition is important, the arts are more important—English teachers have as their most important function the introducing of students to the understanding and enjoyment of literature. (8)

Cross-Reference I. E.

31. Turner, Zatella R. "Examinations in Literature," *College English,* 21:8 (May 1960), 471.

Questions on literature examinations should lead the student beyond mere facts to the grappling with ultimate truths. (3)

C. Administration of Programs

32. Boggs, W. Arthur. "We're Damned If We Do, and We're Damned If We Don't," *College English,* 22:5 (February 1961), 360.

College English professors are damned *for* writing articles and creative works and for *not* writing both—by colleagues and critics. (9)

33. Boltwood, Robert M., *et al.* "Rebuttal: Publish: Perish or Flourish?" *College English,* 23:4 (January 1962), 316-319.

Brief reactions to three articles in *CE,* October 1961, on the college teacher's responsibility to publish or not publish. (9)

34. Fenton, Charles A. "Publish or Perish Revisited: A Forecast for the 1960's," *College English,* 21:8 (May 1960), 452-455.

As the proportion of practicing scholars in English departments decreases in the 60's, the standards for promotion must change from publish-or-perish to teaching ability as it is revealed by student questionnaires and by class visitations. (3)

35. Garrett, Ballard. "Increasing Advanced Enrollment in English," *The CEA Critic,* XIX:6 (September 1957).

To increase enrolment in advanced English courses, North Texas State College made administrative changes: it eliminated conflicts in hours among advanced courses, achieved a balance between morning and afternoon classes, and instituted night classes. To sell the courses, the department published a prospectus describing courses in the next semester and in summer sessions and a booklet entitled *Opportunities for the English Major.* Freshman English teachers were asked to speak to students about their intellectual interests, and beginning literature courses were made as attractive as possible. Increased enrolment resulted. (1)

36. Heilman, Robert B. "The Cult of Personality: Hell's Spells," *College English,* 23:2 (November 1961), 91-98.

In English departments, today's personality cult syndrome, wherein what is personally "interesting" is the chief criterion of merit, replaces appropriate course content with arbitrarily selected works and regards as especially valuable a class session marked by dispute and contention. (9)

37. Hurt, Lester. "Publish *and* Perish," *College English,* 23:1 (October 1961), 5-10.

The teacher of preponderantly undergraduate courses has a duty *not* to publish, but to devote his limited out-of-class "free" time to becoming "generally learned" and meeting the English teacher's particularly strong responsibility for his students' cultural development. (9)

Cross-Reference I. B.

38. **Members of the 1958 Conference.** "An Articulated English Program: A Hypothesis to Test," *PMLA*, 74:4, Part 2 (September 1959), 13-19.

The Conference on Basic Issues in the Teaching of English believed that English as a school subject had lost definition and had produced ill-prepared teachers. Conferees recommended objectives and content for this subject from elementary school through college. They urged that pilot, articulated programs in English be initiated in at least four states. (1)

39. NCTE **Committee on Selection, Retention and Advancement of the College English Teacher.** "Professional Career of the College English Teacher: Present Practices and Some Desirable Principles," *College English*, 23:6 (March 1962), 445-464, 469.

Besides describing present practices in qualifications, duties, load, selection, retention, and advancement as reported in a 1959 survey of twenty-six representative colleges and universities, this article recommends principles and practices, including desirable training in techniques and knowledge, and it insists that, for advancement, the Ph.D. should remain the most important requirement and that, after superior teaching and publication, significant work in professional groups and "effective institutional activity" be considered. (9)
Cross-Reference VIII.

40. **Norton, Monte S.** "Teacher Load in English," *English Journal*, 50:2 (February 1961), 107-109.

The English teacher's course load and the number of students in each class should be readjusted for most efficient use of teacher time and talent. (8)

41. **O'Connor, William Van.** "Publishing and Professionalism in English Departments," *College English*, 23:1 (October 1961), 1-5.

To encourage nonproductive faculty is "unprofessional and dangerously irresponsible" because classroom excellence depends on professional growth through criticism, research, and/or imaginative writing, and publications allow colleagues to judge each other's competence. (9)

42. **Reiman, Donald H.** "Research Revisited: Scholarship and the Fine Art of Teaching," *College English*, 23:1 (October 1961), 10-14.

Scholarly and critical works by others are "irreplaceable" tools of the good teacher, but of greatest value are his own writing and research, the "ultimate" test of his quality of mind. Extensive publication should not be demanded in the first three years of teaching. (9)

43. **Rice, Warner G.** "Teachers of College English: Preparation: Supply and Demand," *College English*, 23:6 (March 1962), 470-476.

Survey of approximately one hundred representative institutions suggests that college staffing is a serious problem only in specialized fields (e.g., medieval) or for freshman English teachers with special training and psychological conditioning; the traditional graduate program is considered acceptable, but too narrow, and "seriously deficient" in its linguistics requirement; "uneasiness" about universities' failure to give pedagogical preparation has not led to interest in methodology courses or approval of teaching degrees, but to increased on-the-job training. (9)
Cross-Reference VIII.

44. **Sherwood, John C.** "Challenge and Response," *The Journal of Higher Education*, XXX:1 (January 1959), 46-48.

English departments can be reorganized to the advantage of all members if the latter cease to see problems of teaching loads, class numbers, course offerings, etc., as more complicated than they really are. (5)

45. **Stonesifer, Richard J.** "Memo to a College English Department," *The Educational Record*, 43:4 (October 1962), 317-323.

The author expresses concern over the proliferation of English courses in many small, independent liberal arts colleges and suggests what he feels is an adequate English curriculum for the small college. (6)
Cross-Reference I. A.

46. **Whiting, George G.** "Looking Backward and Forward," *The CEA Critic*, XXIV:1 (January 1962), 3 ff.

To remain effective, a college teacher must carry on some independent research, some intensive study, and considerable wide reading. A knowledge of several foreign languages is desirable. At the same time he must not sacrifice preparation for his classes. College administrators must realize that overburdening teachers with too many classes lessens their competence. (1)

D. Experimental Programs

47. Lin, San-su C. "An Experiment in Changing Dialect Patterns: The Claflin Project," *College English,* 24:8 (May 1963), 644-647.

Experimentation with Negro students at Claflin University indicates that "the teaching of usage has a really significant place not only in changing the student's dialect patterns, but also in changing the student's attitude toward his language and himself." (6)

Cross-Reference II. A.; VI.

48. Marckwardt, Albert H. "The 1962 Cooperative English Program," *College English,* 24:7 (April 1963), 544-549.

A review of the Cooperative English Program in 1962 shows that, although a significant beginning has been made toward desired goals, we have much to do to achieve them. Cooperative endeavor, on the other hand, has far exceeded expectations. (6)

Cross-Reference I. E.; VIII.

49. NCTE Committee on High School-College Articulation. "A Blueprint for Articulation," *College English,* 24:5 (February 1963), 400-403.

Under the leadership of high school department chairmen, thirty school districts in western Washington are developing their own blueprint for a pragmatic, practical, progressive high school and college curriculum program. (6)

50. ________. "But What Are We Articulating *With?*" *English Journal,* 51:3 (March 1962), 167-179.

Analysis of the syllabuses of ninety-eight colleges summarized under seven headings reveals a weakness of the college programs —their uncertainty about aims, content, and methods. Before advising the high schools, the colleges should begin to put their own house in order. (8)

51. ________. "High School-College Liaison Programs: Sponsors, Patterns and Problems," *English Journal,* 51:2 (February 1962), 85-93.

Many agencies on many levels are actively considering problems in developing a sequential program. (8)

52. Reed, Jerry E. "AID (Automated Instructional Devices) for the Teacher of English," *English Journal,* 50:2 (February 1961), 93-97.

Programed textbooks and teaching machines enable each student to move ahead at his own best rate, guarantee more student "recitation" and concentration, and let him know instantly whether he is right or wrong. A group of Denver teachers are working on such a program which will also free the teacher from many mechanical chores. (8)

53. Shafer, Robert E. "How High Schools Prepare for College English," *College English,* 24:8 (May 1963), 625-635.

As a result of its study of the efforts of high schools to improve their English curricula, the NCTE Committee to Review Curriculum Bulletins concludes that a plan for the evaluation of the "preparatory patterns now in effect is needed as the variety of plans to prepare students effectively for college continues to grow." (6)

54. Steinberg, Erwin R. "Needed Research in the Teaching of College English," *College English,* 24:2 (November 1962), 149-152.

The Project English committee concerned with college English found that research is needed on a variety of topics within the general areas of the teaching of writing, of language, and of literature, as well as in general professional and curricular problems. (3)

55. Wonnberger, Carl G. "A Report on a Report: Preparation in English for College-Bound Students," *English Journal,* 50:5 (May 1961), 321-326.

Although the CEEB Commission, composed chiefly of college professors, suggests that the high schools and grade schools create a uniform sequential curriculum in English, why don't the colleges practice what they preach by improving the integration of their own English departments? The

CEEB report does, however, stimulate discussion of the right sort as to what should be taught and in what sequence. (8)

E. Articulation with Other Programs

56. **Trinkner, Charles L.** "The Library and Departmental Cooperation," *Junior College Journal*, XXVIII:2 (October 1957), 78.

Satisfactory bibliographies used in the preparation of term papers and reports can be turned over to the library for the purpose of improving library service. (11)

F. English Program in General Education

57. **Francis, W. Nelson.** "The English Major and Liberal Education," *College English*, 22:5 (February 1961), 350-354.

For all but prospective teachers, the English major program should be free from vocationalism, with language and literature studied for their own sakes as liberalizing subjects. (9)

Cross-Reference IV. B., F.

58. **Fredrick, John T.** "Problems of English Departments Today," *The CEA Critic*, XXV:1 (October 1962), 10-11.

The place of English in the overall education must be reemphasized and reorganized, the English teacher must spend more of his time becoming a good teacher, and the students always deserve the best that the teacher has to give. (4)

59. **Gleason, Philip.** "Read Any Good Term Papers Lately," *Catholic Educational Review*, LIX:3 (March 1961), 155-161.

When writing term papers, students don't seem to realize that their use of grammar, spelling, mechanics, and word choice has a direct relation to the paper's meaning. The history teacher must supplement the work of the English teacher by demanding quality. (10)

Cross-Reference II. B.

60. **Hicks, John.** "The Human Relationship," *The CEA Critic*, XXVI:3 (December 1963), 2 ff.

Machines can store and feed back answers, but the student must be trained to interrelate information, to think creatively, and eventually to work independently. This process can be enriched by close teacher-student relations. South Florida and Stetson Universities have programs that accomplish these goals. (4)

Cross-Reference I. D.

61. **Parker, William Riley.** "The Concept of Structure in English," *The Educational Record*, 43:3 (July 1962), 210-216.

The programed teaching of English has limits, but there is a new recognition that language, literature, and composition have a naturally cumulative development which must be respected in curricula. (6)

Cross-Reference I. E.

62. **Pooley, Robert C.** "Language Arts in General Education," *The Journal of General Education*, 14:3 (October 1962), 159-168.

Since, unfortunately, the truly integrated communications course has been largely abandoned in favor of more traditional programs, new goals should be set for the language arts. (6)

Cross-Reference II. A.

G. English Program in Humanities Programs

63. **Carliner, Lewis.** "English Teachers Propose to Water Their Beer," *The CEA Critic*, XXIV:5 (May 1962), 8-11.

English should not be integrated in a total humanities program. The student who finishes such a program has acquired an educated gloss that will suit him well for after dinner conversations, but he has developed no appreciation or understanding of literature. (1)

64. **Freimack, Vincent.** "Improving Student Participation in the Basic Humanities Course," *College English*, 18:5 (February 1957), 272-274.

When the students act as discussion leaders and as panels in the typical humanities course, they achieve a greater degree of involvement in the materials of the course. (3)

65. **Meister, Charles W.** "Oriental Culture and the Humanities Course," *College English*, 18:8 (May 1957), 418-419.

Because of the number of people who live in the Orient and the growing importance of that region to the rest of the world, there should be some room in the standard humanities course for study of the major Oriental cultures. (3)

66. Shuck, Emerson. "Do the 'Humanities' Speak to Man?" *College English,* 22:8 (May 1961), 561-565.

In reestablishing the humanities, colleges should teach English—writing and literature —as a humane study that concerns the intermingling of thought, emotion, and action in human life. (9)

Cross-Reference IV. F., G.

67. Ten Hoor, Martin. "Why the Humanities?" *The Journal of Higher Education,* XXXIV:8 (November 1963), 421-431.

Conspicuous among the humanities are grammar and literature. The former is essential as a tool subject leading to mastery over one's own and other languages and literatures; the latter, especially the novel, is a valuable potential source of that knowledge of life on which readers must base their values. (5)

H. English Program in Vocational/Professional Schools

68. Benney, James. "Composition, Communication, and Science," *The CEA Critic,* XX:8 (November 1958), 8.

Clear, precise, written expression must play an important role in the education of scientists both for their personal goal and for the general good of the advancement of science. The real ability of a technical man or of a college professor may go unnoticed, and the most profound research may be lost to the world if the scientist cannot write effectively. (1)

69. Estrin, H. A. "The Role of English in Industry as Observed by Evening Engineering Students," *The CEA Critic,* XXI:2 (February 1959), 3 ff.

Engineering students found their English course valuable because, as one said, "This is a paperwork age." Paperwork is required to put material into production, to move it to completion, and to take it out of production. Memoranda are important. Engineers must inform the public in speech and writing of their accomplishments. (1)

70. Hand, Harry E. "Humanities for Air Force Engineering Students," *College English,* 24:5 (February 1963), 404-405.

The Air Force Institute of Technology at Wright Patterson Air Force Base, Ohio, provides instruction at the junior and senior levels leading to a B.S. degree and on the graduate level to an M.S. degree. The Department of Humanities teaches required courses in writing for graduate as well as undergraduate students. (6)

Cross-Reference I. G.

71. Sexton, Richard. "Communication Courses in Collegiate Schools of Business," *Education,* 80:8 (April 1960), 498-501.

Because of the growing importance of communication in American business, collegiate schools of business are developing courses that go far beyond the old business letter course to deal with all the everyday communication situations to be met with in modern business. (3)

72. Wellborn, Grace Pleasant. "Is the Technical Student Short-Changed in College?" *College English,* 21:7 (April 1960), 393-394.

A survey of technological colleges reveals a wide variety of English requirements beyond the freshman year for agriculture and engineering students. Whenever the requirement is lowered, it seems to be at the behest of administration rather than of students. (3)

II. FRESHMAN ENGLISH (including articles on ability of college students in general—not only freshmen—to read, write, and speak.)

A. Communication

73. Angus, Sylvia. "Communication Skills: Promise or Threat?" *School and Society,* 86:2137 (September 27, 1958), 337-338.

The communication skills course attempts to train students in reading, writing, speaking, and listening and to teach them about the mass media, social dynamics, and other communication problems. The course fails to give adequate training in reading and writing and should be taken only after the basic skills have been achieved. (1)

74. Carroll, John B. "Communication Theory, Linguistics, and Psycholinguistics," *Review of Educational Research,* 28:2 (April 1958), 79-88.

Communication refers to a social relationship in which messages from one member of the relationship may enable another member to reduce the number of alternative interpretations open to him. According to studies by Cherry, Pierce, Karlin, and others, the information theory can be evaluated mathematically by breaking the message down into a set of units such as phonemes, words, or sentences. (11)

75. De Mordaunt, Walter J. "Pitfalls in the Communications Approach to Freshman English," *Peabody Journal of Education*, 36:5 (March 1959), 272-275.

The pitfalls in the communications approach to freshman English are possible deterioration of the language, abdication of the authority that goes with being a teacher, and dissipation of teaching effectiveness by focusing on too many subjects. (11)

76. Fisher, B. E. "Communications Course for Junior Colleges," *Junior College Journal*, XXI:5 (January 1959), 289-291.

The communications course affords an opportunity to achieve results beyond the limits of customary instruction in English. It provides the student opportunity to make measurable progress in understanding and using language. It treats language as a means of conveying information and of influencing opinion and action. The course should provide training in reading, listening, writing, and speaking. Sufficient flexibility should take care of variations in student ability. (11)

77. McColley, Jean, and Strawn, Robert. "Report of Communication Workshops at K.S.T.C.: Communication: A General Definition," *The Educational Leader*, 21:1 (July 1957), 16-30.

A look at some communication courses in colleges and high schools in an attempt to define communication. Emphasis and examples—high schools. Communication includes in a single course reading, writing, speaking, and listening. (13)

78. Morton, Richard K. "Aids in Communicating," *The CEA Critic*, XXIII:3 (March 1961), 8.

The history of the English language is a necessary background for freshman English. Instructors should also draw on psychology, speech, social science, and logic to help students communicate. Socialization is stimulating. When students participate in workshops, trips, demonstrations, and projects involving human experiences, they write with more color and authority. (1)

Cross-Reference I. F.; III. A.

79. Petrone, Marie. "A Community Communication Class," *Junior College Journal*, XXVIII:3 (November 1957), 131.

Group writing projects enable the student to participate in and observe the writing process. He may gain courage from the knowledge that classmates also have difficulties. (11)

B. Composition

80. Anderson, Valborg. "My Students Wear a Mask," *The Atlantic*, 207:6 (June 1961), 67-60.

One of the effects of the mask behind which today's college students hide is that they do not expose their minds as they write, and thus they do not write well. (9)

81. Anilla, Sister Mary, C.S.S.F. "The Problems of the Paper and Some Solutions," *Catholic Educational Review*, LIX:9 (December 1961), 577-585.

The student research paper is an excellent method for the student to learn for himself the *what* and *how* of research, but, for it to be really effective, the paper must be handled well by the teacher. This includes assigning the right number of papers, scheduling the papers properly, using an adequate style sheet, selecting realistic topics, and discouraging plagiarism and platitudes. (10)

82. Ashida, Margaret E., and Whipp, Lester T. "A Slide-Rule Composition Course," *College English*, 25:1 (October 1963), 18-22.

As bases for writing, students are asked to describe the formal, grammatical, and rhetorical structures of published essays and then on their own to identify the structural differences and to use in their writing the structures previously missing. (3)

83. Austin, Allen. "The Abolition of Freshman Composition" (Directed to Warner Rice's Article in April, 1960, *CE*), *College English*, 22:7 (April 1961), 506-507.

Replace freshman composition with language-literature courses, and have other departments make and mark writing assignments. (9)

Cross-Reference I. E. F.,

84. ________. "A Reply to Professor Warfel," *College English,* 21:5 (February 1960), 291.

Though structural linguistics may have some of the uses pointed out by Professor Warfel ("Structural Linguistics and Composition," *CE,* February 1959), it will not open the way to clarity of style for the writer whose thinking is muddled. (3)

85. **Baker, William D.** "The Natural Method of Language Teaching," *English Journal,* 47:3 (March 1958), 212-217.

Linguistics and traditional grammar fail to teach effective writing; the best solution is to immerse students in good language and have them practice transcriptions and memorize and keep notebooks on language observations. (2)

86. **Barnard, Ellsworth.** "Improving the Research Paper," *The CEA Critic,* XXIII:8 (November 1961), 1.

The research paper is valuable in teaching use of the library. So-called "controlled research" is not research at all. Most plagiarism can be avoided if the instructor teaches summarizing and paraphrasing and approves students' subjects, bibliographies, note cards, and outlines before the paper is written. (1)

87. **Bateman, Donald R.** "More Mature Writing through a Better Understanding of Language Structure," *English Journal,* 50:7 (October 1961), 457-468.

Structural linguistic analysis of sentences from well-known writers helped students to express more complex relationships of thought in their own writing. (8)

88. **Binkley, Harold C.** "There Must Be a Better Way," *The CEA Critic,* XXV:8 (May 1963), 1 ff.

In the late thirties a small college abandoned the freshman composition course. A program of writing was built into enough courses of the first year to provide practice for everyone. Each student had a half hour conference with a tutor in English every two weeks. Students learned to write as competently as they did before. (1)

89. **Binney, James.** "Linguistics and Grammar in the Classroom Today," *College English,* 23:6 (March 1962), 492-494.

Neither structural linguistics nor traditional grammar offers *the* panacea for problems in teaching composition as some propagandists have claimed, although elements from both may make the task easier. (9)

Cross-Reference III. B.

90. **Blewett, D. B.** "Decline of Verbal Standards in Universities," *The School Review,* 66:1 (Spring 1958), 93-101.

The apparent decline in mastery of English by college students is attributable, not to poorer instruction, but to genetically determined intellectual factors, cultural attitudes, and increased enrolments. (2)

91. **Bollier, E. P.** "What's Wrong with English Composition," *Teachers College Record,* 64:6 (March 1963), 467-475.

College teachers of English composition fail because they do not have available a synthesis of knowledge about composition teaching, a *Theory of Composition* comparable to Wellek and Warren's *Theory of Literature.* What is needed is a major cooperative effort of research and speculation to define English composition and to clarify aims and purposes in teaching it. (5)

92. **Booth, T. Y.** "Brand Spanking New, Old as the Hills, Friend in Need, or Bitterest Foe, the Cliché Must Be Watched Like a Hawk," *College English,* 21:5 (February 1960), 285-290.

In dealing with the cliché in student writing, the instructor should lead the student through a study of the nature of the cliché on to a discriminating use of it. By so doing, he treats the cliché as an obstruction to clear thinking, the most serious flaw in cliché-ridden writing. (3)

93. **Broderick, James H.** "A Study of the Freshman Composition Course at Amherst: Action, Order, and Language," *Harvard Educational Review,* XXVIII:1 (Winter 1958), 44-57.

English 1-2 at Amherst (described in *Education at Amherst,* ed. Louise Kennedy, pp. 233-237) shows originality in its organization, rigor, and liveliness rather than in any basically new philosophy. The impressive success of the course depends to a great extent upon the art of the instructors and must be balanced by the limitations that the course shares with reductive analysis in general: perception is not only physical but also psychological. (3)

94. **Burke, Virginia** M. "A Candid Opinion on Lay Readers," *English Journal*, 50:4 (April 1961), 258-264.

Lay readers should be screened before hiring by interview, references, a battery of objective tests, a written composition, and an exercise in theme evaluation. Paid readers are preferable to unpaid, for the former have more sense of personal and professional dignity. The lay reader program, however, is not a solution for crushing teacher loads—smaller classes are the answer. (8)

95. **Byrns, Richard** H. "Freshman English: College Stepchild," *The Educational Record*, 44:4 (October 1963), 354-359.

College writing courses should be revitalized. Instead of being treated as a service course, writing should be made significant in itself. Such a course would require an extensive background on the part of the instructor. (6)

Cross-Reference VIII.

96. **Caldiero, Frank.** "Ben Jonson's Course in Freshman English," *College English*, 19:1 (October 1957), 7-11.

To accomplish the ends of freshman English—to improve the writing of the students and to develop them in the humanistic tradition—the instructor would do well to enjoin Jonson's advice upon his students: read the best authors, listen to the best speakers, and practice writing constantly. (3)

97. **Candelaria, Frederick** H. "Science and Grammar: A Compromise," *College English*, 21:7 (April 1960), 396-398.

The system described here of symbolizing sentence structures in formulas and equations works well with both the technological and the remedial student by revealing the conciseness and order of language. (3)

98. **Canfield, Virginia.** "Discussing Panelists: Teaching Composition and Literature," *Baltimore Bulletin of Education*, XXXV:2 (March 1958), 6-19.

Bad writing occurs when students try to manipulate words apart from their meaning. If they write about what they know, instead of playing at a kind of make-believe, they will learn to see relationships, to think, and to write in meaningful prose. Reading broadens experiences. Reading and writing should be coordinated, and work in English should be coordinated with other work in college and should be mostly expository. The *purpose* of the theme and the audience for whom it is written should be an integral part of the teaching of composition. (11)

99. **Cecilia, Sister Mary,** O. P. "Written Communication: An Aspect of Growth," *Catholic Educational Review*, LIX:6 (September 1961), 382-391.

The problem of teaching composition on any level is that of giving the student something worthwhile to say. The student should be taught to enjoy learning and establish values and relationships that will give him something important to write. (10)

100. **Childs, Barney.** "A College Course in Engineering Writing," *College English*, 21:7 (April 1960), 394-396.

This course, a two-credit elective, uses four- or five-man investigative committees working on subjects within their own areas of training. Each man submits progress reports and a final thorough evaluation. In addition, classwork is concerned with language as a means of precise communication. (3)

101. **Chisholm, Hulda** H. "An Experiment in College Composition," *Educational Horizons*, XXXVI:2 (Winter 1957), 123-126.

Language is an effective subject for English 1-a. Panel discussions on the English language provided good experience in thinking, research, cooperation, and objective evaluation. The subject matter was so stimulating to some students that they chose a topic on language for their term papers. Above all, a greater vividness and enthusiasm appeared in the students' writings than ever before. (13)

102. **Christensen, Francis.** "Notes toward a New Rhetoric: I, Sentence Openers," *College English*, 25:1 (October 1963), 7-11.

Comparison of sentence openers actually

used by superior professional writers suggests that teachers should base their preaching on their own practice and that of professional writers rather than on handbook pronouncements. (11)
Cross-Reference VIII.

103. ________________. "Notes toward a New Rhetoric: II, A Lesson from Hemingway," *College English,* 25:1 (October 1963), 12-18.

Even unpromising students can improve in narrative-descriptive writing when shown that all objects or actions are described in one or more of three ways—by pointing to an attribute, a part, or a comparison—and each uses a limited set of grammatical constructions. (3)

104. CHUPACK, HENRY. "The Present Situation in English Composition," *The CEA Critic,* XXIV:5 (May 1962), 4-5.

College English teachers are no longer willing to accept poor ability in freshman composition. To enhance the movement toward better teaching of freshman composition, senior professors should invest their talent and experience in this area, and professorships should be awarded in English composition. (1)

105. COARD, ROBERT L. "What Shall I Write About?" *Junior College Journal,* XXVIII:4 (December 1957), 203-207.

An English teacher should provide himself with a list of topics that can be treated in themes of four or five hundred words or in speeches lasting about five minutes. Subjects are inexhaustible, and it is conceivable that a good paper might be written on almost any topic. However, as much as possible of the labor of discovering usable subjects should be left to the student. (11)

106. COOLEY, THOMAS M. "A Law School Fights Graduate Illiteracy," *Saturday Review,* 44:32 (August 12, 1961), 39 ff.

The University of Pittsburgh fills as best it may the gaps in writing ability of its students by giving "legal writing" courses, thus being forced to provide a goodly share of the linguistic training college English departments should be providing but don't. (11)

107. CORBETT, EDWARD P. J. "Do It Yourself," *College English,* 22:7 (April 1961), 507-508.

Write each theme before assigning it to test the topic and exercise your own writing ability. (9)

108. DANIELS, EDGAR F. "The Dishonest Term Paper," *College English,* 21:7 (April 1960), 403-405.

Plagiarism in student themes can be controlled to a large degree by defining plagiarism for the student in a mineographed handout, by forbidding any kind of outside advice, by assigning very specific topics, and by requiring frequent impromptu themes. (3)

109. DELL, WILLIAM C. "Let's Get the 'I' into Student Compositions," *Peabody Journal of Education,* 41:3 (November 1963), 147 ff.

In opposition to the usual teacher advice, one way to challenge students to preserve their individuality is to teach them to use the pronoun "I" as they present their own thoughts, feelings, and personal evaluations. They will also come to better understand themselves. (11)

110. DOBBS, LOWELL. "A Report on Remedial English in the Colleges," *Junior College Journal,* XXVII:7 (March 1957), 381-387.

An investigation of periodical literature for information on remedial English in college indicated the following: requirements for the course might be determined by standardizing placement tests and cutoff scores; criteria for tests should also be clearer; extensive study of grammar and parts of speech can be thrown out; emphasis can be put on sentence construction, critical thinking, usage, and writing; laboratory techniques can be used effectively; students can be treated individually; satisfactory percentage of improvement can be expected from remedial English if methods are improved; a great deal of research in remedial English courses remains to be done. One important question remains to be dealt with: "Does a constructive method of teaching remedial English actually accomplish anything more than the corrective or remedial method?" (11)

111. EBLE, KENNETH E. "Everyman's

Handbook of Final Comments on Freshman Themes," *College English,* 19:3 (December 1957), 126-127.

This handbook of comments removes the necessity of making a final comment on a freshman theme, thus saving the instructor of composition from doing any writing whatsoever (ironic). (3)

112. **England, Kenneth** M. "The Use of Literature in the Freshman Research Paper," *College English,* 18:7 (April 1957), 367-368.

Literature, a proper part of freshman English, can be made the subject of the research paper by having the student read four novels by a current American novelist and write about a recurrent theme in those novels, using any additional material that he may find helpful. (3)

113. **Esbacher, Robert** L. "*Lord Jim,* Classical Rhetoric, and the Freshman Dilemma," *College English,* 25:1 (October 1963), 22-25.

Applying rhetorical techniques to a novel (e.g., *Lord Jim*) as a basis for expository and argumentative themes can both demonstrate the values of literary study and provide solid training in composition. (3)

Cross-Reference IV. B., C.

114. **Estrin, Herman** A. "Grammar and Usage in a Composition/Communication Course," *College English,* 23:1 (October 1961), 43-44, 49.

Summary of replies by eighty colleges to questionnaires on their theme-grading criteria and their methods of teaching grammar, incorporating usage and grammar assignments in composition, and emphasizing the social consequences of usage. (9)

Cross-Reference III. D.

115. ________. "What Professors Think about Grammar," *The CEA Critic,* XXIII:3 (March 1961), 6-7.

Teachers of freshman English were asked, "What do you think about grammar in a composition/communications course?" The thirty-four replies quoted indicated that nine institutions taught formal grammar, ten taught it only incidentally, three had substituted a study of the English language, and three had rejected freshman English as a skills course. (1)

116. **Evans, Bertrand.** "Writing and Composing," *English Journal,* 48:1 (January 1959), 12-20.

Students should be taught, not to "write" (that is, to apply the standard principles and conventions), but rather to "compose" (that is, to start with an "idea" and let it dictate the appropriate organization, content, and diction). (2)

117. **Fuller, James.** "Why Teach?" *The CEA Critic,* XXIII:8 (November 1961), 6.

Informal classes carried on by discussion help a teacher to understand his students and to break down their resistance to English courses. If a teacher talks over the heads of his students, he succeeds in confusing and discouraging them. (1)

118. **Fullerton, Maxwell.** "Composition and the Linguistic Revolution," *American Association of University Professors Bulletin,* 44:3 (September 1958), 596-599.

A sardonic recommendation that English composition instructors teach only "prefabricated" sentences, avoiding consideration of style and logic. (4)

119. **Furness, E. L.,** and **Boyd, G. A.** "Ninety-Eight Spelling Demons for High School and College Students," *Educational Administration and Supervision,* 44:6 (November 1958), 353 ff.

Just as the title suggests—with appropriate remarks by the authors. (7)

120. **Gibson, Walker.** "The 'Speaking Voice' and the Teaching of Composition," *The English Leaflet,* LXII:4 (Winter 1963), 14-23.

The "speaking voice" approach can help students achieve and maintain appropriate style and tone in a given composition. (9)

121. ________. "Teaching English in Sections of 150," *College English,* 22:7 (April 1961), 501-503.

An experienced professor conducts most large-section meetings, but two graduate assistants participate in and conduct several, grade most themes, and direct small discussion groups. (9)

122. **Gray, Jack** C. "The B^3 Proportion Formula," *College English,* 22:7 (April 1961), 510.

A B^3 proportion formula would help the student understand the definition of grammar as the study of symbols and their meaning. (9)

Cross-Reference III. B.

123. Green, William. "The Queens College Composition Course," *The CEA Critic,* XXV:9 (June 1963), 1 ff.

Queens College has a freshman English sequence consisting of one course in written English and two courses in literature. Literate and competent writing is stressed in all courses, and conferences with instructors are mandatory. A remedial course is offered in a writing clinic with sections of fifteen students. A writing clinic supervisor and a director of composition administer the program. (1)

124. Greenhut, Morris. "Great Books and English Composition," *College English,* 24:2 (November 1962), 136-140.

Having freshman composition students use the assignments of the Great Books course as collateral reading strengthens both courses at the University of Michigan. Using the great books as examples of writing has added depth to the study of those texts and has restored the humanities to the teaching of writing. (3)

Cross-Reference IV. E.

125. Gribbins, Joseph P. "English for the Educable Cretin," *Teachers College Record,* 62:8 (May 1961), 610-613.

As clean slates free of any previous notions of literature, freshmen will find their literature classes appealing if the literature discussed attacks some of their cherished props, if it appeals to their sense of pedantry, and if it compels them to rise above inferiors. (5)

Cross-Reference IV. A.

126. Grose, Lois. "Essential Conditions for Teaching Composition," *English Journal,* 50:4 (April 1961), 246-251.

Studies indicate that composition classes must be small (a 250-word paper takes on the average 8.6 minutes to mark). Helpful innovations include the lay reader plan, team teaching, teaching machines, and the grading of only selected essays from the student's total output of writing. (8)

127. Gulick, Sidney L., and Holmes, Darrell. "A Vocabulary Tool for the English Teacher," *College English,* 19:5 (February 1958), 214-217.

After administering the Gulick vocabulary test to college freshmen, the teacher can estimate the level of work a student can be expected to do. The student, with score indicating total vocabulary size, can compare it with national norms and estimate the importance to his studies of size of his vocabulary. (3)

128. Guth, Hans P. "Rhetoric and the Quest for Certainty," *College English,* 24:2 (November 1962), 131-136.

The proper subject matter for the freshman composition course is the liberal art of rhetoric. The student, by example and experience, learns that good writing will exhibit conviction, concreteness, coherence, flexibility, and responsibility. (3)

129. ————. "Two Cheers for Linguistics," *College English,* 22:7 (April 1961), 489-492, 497.

Hopefully, study of linguistic structures will complement, not replace, rhetoric in freshman composition. (9)

130. ————. "You Too Can Become Literate," *American Association of University Professors Bulletin,* 43:2 (June 1957), 353-358.

Grammar textbooks are being oriented psychologically toward pleasing popular taste and are attempting to conceal or evade the necessary intellectual discipline. (10)

131. Hanselman, Fred P. "Freshman English," *Junior College Journal,* XXVIII:4 (December 1957), 239.

In addition to theme writing, freshman English can devote time to class discussion of the topic, to having students understand one another's version of the topic, and to having students examine their own themes to study difficulties as well as to note progress. (11)

132. Hatfield, W. Wilbur. "Will Structural Grammar Help?" *English Journal,* 47:9 (December 1958), 570-572.

If structural linguistics has any worthwhile impact on teaching, practical application is necessary. Seven such suggestions are discussed. (2)

133. Hayakawa, S. I. "Semantics in Freshman English," *Educational Leadership,* 21:2 (November 1963), 93-96, 136.

Freshman English is principally valuable as a cultural and intellectual transition from high school to college. It should include semantics, abundant reading, and a vast amount of writing to help the student grow. (13)

134. Heath, William. "Freshman English at Amherst College," *The CEA Critic*, XXI:7 (October 1959), 1 ff.

The assumption of the Amherst course is that composition is a process and that the student learns by the writing he does, not by what he is told. He writes about his own experience and his intellectual and emotional reaction to it. What happens to his writing and his awareness of what he does as he writes is important. (1)

135. Heys, Frank Jr. "The Theme-a-Week Assumption: A Report of an Experiment," *English Journal*, 51:5 (May 1962), 320-322.

A 1960 experiment indicates that the case for a theme a week is "not proven." Indeed, the experiment indicates that reading has more positive influence on writing ability than does practice in the writing of essays. (8)

136. Hovey, Richard B. "Freshman Illiteracy and Professional Jeopardy," *American Association of University Professors Bulletin*, 44:2 (June 1958), 430-438.

Difficulty in teaching freshman English is due to democratization of educational theory. A professorial campaign should confront the public with the resulting educational problems. (4)

137. Howard, John W. "Structural Linguistics and Composition: A Rejoinder," *College English*, 21:5 (February 1960), 291-292.

Valuable as some of his points are ("Structural Linguistics and Composition," *CE*, February 1959), objections must be made to Professor Warfel's failure to place limits on pattern-imitation as a mode of learning composition, his stressing of pattern to the almost complete exclusion of meaning in composition, and his introduction of prescriptiveness ("norms") in structural linguistics. (3)

138. Hughes, Muriel. "New Freshman English Course," *The CEA Critic*, XXV:4 (January 1963), 2.

The improvement of English instruction in high schools requires a new approach to freshman English to avoid dull repetition of material already studied by the students. Some present sophomore courses and interdepartmental courses which demand writing of greater variety, length, and scope than was required in high school can be offered to freshmen. (1)

139. Hutton, Harry K. "Thesis English," *The Journal of Higher Education*, XXXII:4 (April 1961), 206-208.

What is proposed here to reform the writing style of graduate theses is equally pertinent for undergraduate term papers: allow the student to be personal, to be critical of source material, and to revise and polish his paper until it is a piece of good, rather than merely correct, writing. (5)

140. Irmscher, William F. "An Apology for Literature," *English Journal*, 52:4 (April 1963), 252-256.

Literature is an indispensable part of the teaching program, for the use of words is best studied in poetry, and composition and style are best learned from poetry and fiction. (8)

Cross-Reference IV. B.

141. Ives, Sumner. "Defining Parts of Speech in English," *College English*, 18:7 (April 1957), 341-348.

Since the limitations of traditional grammar in the teaching of composition are so well known, the instructor should incorporate in his teaching the advances in linguistics as they are made, thus setting up a base upon which further advances may be made. (3)

142. ______________. "Grammar and the Academic Conscience," *College English*, 24:2 (November 1962), 98-101.

By making himself familiar with the findings of structural, historical, and geographical linguistics, the composition instructor may add little to his teaching of structure, but he can do much in analyzing his students' problems with usage and with distinguishing them from convention, taste, and rhetoric. (3)

Cross-Reference III. D.

143. Kilburn, Patrick E. "Everyman His Own Pedagogue: A Project in the Teaching of Freshman Composition," *The Journal of*

Higher Education, XXXIII:2 (February 1962), 89-95.

The project is to have freshman students write for fifteen minutes a day, seven days a week, including vacation periods, from September to June. Rewards: much greater fluency, loss of blank page fear, and, since mistakes are not pointed out, greater self-education. (5)

144. Kishler, Thomas C. "The Greeks in Freshman English," *Catholic Educational Review*, LX:7 (October 1962), 470-473.

Greek classics read and discussed in a freshman composition course give the students something to think about so that depth is added to their writing. (10).
Cross-Reference IV. D.

145. Kitzhaber, Albert R. "Freshman English: A Prognosis," *College English*, 23:6 (March 1962), 476-483.

Upgraded high school English teaching and more selective college admissions, which are producing better-prepared freshmen, will necessitate revision of freshman and sophomore English. This should not involve replacing composition with literature, but reemphasizing rhetoric as a liberal subject which disciplines "the student's thought processes and his powers of expression." This emphasis should also affect revision of teacher preparation curricula. (9)
Cross-Reference VIII.

146. Koclanes, T. A. "Can We Evaluate Compositions?" *English Journal*, 50:4 (April 1961), 252-257.

To assign a grade is a less important purpose in evaluating writing than to teach the student how to improve his written expression. But in order to effectively use composition evaluation, one must reduce classes to no more than twenty-five students. (8)

147. Kunhart, William E., and Olsen, Lionel R. "An Analysis of Test Scores and Grades for Predicting Success of College Students in English Composition," *Journal of Educational Research*, 53:2 (October 6, 1959), 79.

It would appear from the data that the predictions will be somewhat improved by securing additional information about grading and testing procedures. Even then, predictions should be made with extreme caution. (13)

148. Laird, Charlton. "The Parts, or Vestigial Remnants, of Speech," *College English*, 18:7 (April 1957), 335-341.

Though much of formal grammar is obsolete, structural linguistics is still too new to be used widely in the classroom. The instructor of writing can follow a middle road by teaching such important concepts as the subject, predication, and subordination, working with the student's already acquired knowledge of formal grammar. (3)

149. ——————. "Structural Linguistics: Notes for a Devil's Advocate," *College English*, 24:2 (November 1962), 93-97.

Though the work of the structuralists has greatly increased our knowledge of language, the use of structural linguistics in the freshman composition class still raises legitimate questions: Is science (linguistics) the best approach to an art (writing)? Is linguistic science fully enough developed to use in the composition class? (3)
Cross-Reference III.B.

150. Leahy, Jack Thomas. "Objective Correlative and the Grading of English Composition," *College English*, 25:1 (October 1963), 35-38.

Ironic piece on a totally "objective" grading system for themes, involving mathematical formulas. (3)

151. Leggett, Glen. "What Are Colleges and Universities Doing in Written Composition?" *College English*, 23:1 (October 1961), 40-41.

Freshman composition should again be in the center of the English department's general concern—language and literature—after its dreary period as a required service course; current focus on the good student and on experiments suggests that the reexamination has begun. (9)

152. Long, Ralph B. "Grammar by Breakthrough?" *College English*, 24:2 (November 1962), 102-106.

The use in the composition classroom of the discoveries of the structural linguists is restricted by these considerations: (1) that linguistic analysis has only limited use in improving writing; (2) that an English grammar must still use traditional terminology; (3) that it must be normative; and

(4) that it must start with syntax, not phonology. (3)
Cross-Reference III. D.

153. ———. "Words, Meaning, Literacy, and Grammar," *English Journal,* 47:4 (April 1958), 195-211.

Traditional grammarians are right in accepting the word as a basic unit; meaning is essential to analysis, and written language is basic; the article thus attacks "new linguists" in their basic premise. (2)

154. **Lynskey, Winifred.** "Imitative Writing and a Student's Style," *College English,* 18:8 (May 1957), 396-400.

The old method of learning to write by imitation can be used successfully with freshmen. By imitating Leigh Hunt, they learn to use specific sense detail; Swift, satire and irony; Macaulay, parallelism, balance, and antithesis. Imitation does not restrict the student writer; it opens new avenues of expression for him. (3)

155. **Masek, Rosemary.** "Vocabulary Testing in Remedial English," *Junior College Journal,* XXVIII:1 (September 1957), 7.

A crossword puzzle using both test words and their synonyms for the across and down blanks may be constructed as part of a unit in vocabulary study. (11)

156. **Mayer, Parm.** "Group Therapy for Those Sick Themes," *College English,* 22:7 (April 1961), 508-510.

Preface the return of themes with discussion of common errors to reduce extended comments on each paper. (9)

157. **McDavid, Raven I. Jr.** "Dialectology and the Classroom Teacher," *College English,* 24:2 (November 1962), 111-116.

The composition instructor who keeps abreast of the expanding knowledge of the dialects, both social and geographic, spoken by his students can better aid them to learn the socially acceptable dialect that is the subject of college composition courses. (3)
Cross-Reference III. D.

158. **McNeir, Waldo F.** "Interns and K.P.," *The CEA Critic,* XXIII:5 (May 1961), 9.

The proposal that freshman English be taught by senior professors while young Ph.D.'s teach graduate seminars is ridiculous. Teachers nearer in age to freshmen understand their problems better than older men do. While not difficult, teaching freshman English is a laborious task from which senior professors, busy with study, research, and writing, deserve to be exempt. (1)

159. **Miles, Josephine.** "Essay in Reason," *Educational Leadership,* 19:5 (February 1962), 311-313.

We need to teach students to make responsible statements based on interest and speculation and supported by evidence in an increased emphasis on expository writing. (13)

160. ———. "The Uses of Reason," *Teachers College Record,* 63:7 (April 1962), 540-547.

The uses of reason in writing in every field where writing is meaningful should be stressed for all students. The formation in the college of a Prose Committee, made up of faculty members from many disciplines, will help to emphasize that stress. (5)

161. **Milstead, John.** "Research—Make It Controversial," *The CEA Critic,* XXV:4 (January 1963), 1 ff.

Requiring students to do research papers on contemporary, controversial topics helped a teacher conquer student apathy and plagiarism. In contrast with his previous assignments, this one produced more interesting papers, longer bibliographies, and more student enthusiasm. (1)

162. **Mitchell, Stephen O.** "Controlled Research," *The CEA Critic,* XXIV:4 (April 1962), 1 ff.

Although convenient and utilitarian, casebooks sometimes contain material too difficult for freshmen and too often encourage manipulation of predigested ideas rather than sound research methods. Students fare better if given complete literary works and an anthology of critical writing bearing upon the text only in a general way. (1)

163. **Murphy, Karl M.** "Business Writing in the Department of English," *College English,* 23:6 (March 1962), 486-489.

Of 713 institutions surveyed, 26 percent offer business writing courses through the English department and 36 percent through some other department or division; additionally, 12 percent of the English departments include such instruction in general composition courses. The special course most often combines several types of business communication. (9)

164. **Murray, Donald M.** "Henry James in the Advanced Composition Course," *College English*, 25:1 (October 1963), 26-30.

Studying and following in an advanced composition course the precepts and principles given by a major author studied in literature courses can both improve students' writing and refine their taste. (3)

165. **Norton, Richard K.** "Architectural Devices in Composition," *The CEA Critic*, XXIII:2 (February 1961), 4.

Much ineffective writing by freshmen is caused by unorganized or disorganized thinking and faulty assembling of material. Structure is important in securing desired effect in writing. Compositions will improve as students learn twelve basic techniques through classroom experiences in writing. (1)

166. ————. "Writing Interestingly," *The CEA Critic*, XXI:8 (December 1959), 8.

Effective teaching of composition depends on getting shallow, sluggish students to start observing, living, acting, and responding. The writer suggests some planned activities and situations that will awaken a student's mind and stimulate his creative ability. (1)

167. **Palmer, Orville.** "Sense or Nonsense? The Objective Testing of English Composition," *English Journal*, 50:5 (May 1961), 314-320.

Sixty years of CEEB testing have proved that essay tests are neither reliable nor valid, and that, whatever their faults, objective tests *do* constitute a reliable and valid method of ascertaining student compositional ability. Good objective tests can determine specific functions of composition. (8)

168. ————. "Seven Classic Ways of Grading Dishonestly," *English Journal*, 51:7 (October 1962), 464-467.

Seven ways of unwittingly avoiding or compounding the problem of evaluating themes suggest that English teachers need to explore recent volumes of the *Education Index* under "Marking Systems" to discover how much is being done in all fields, except English, to create new improved standards of evaluation. (8)

Cross-Reference VIII.

169. **Parrish, James.** "Motivating College Freshmen to Spell Properly," *College English*, 21:7 (April 1960), 405-407.

This teacher reduced the spelling errors among his freshman English students by demanding an 80 percent competence in the Pollock list of one hundred most often misspelled words as a requirement for a passing grade in the course. (3)

170. **Paschal, Brother Justin, F.S.C.** "A Memory," *The CEA Critic*, XXV:7 (April 1963), 6-8.

Charles Raemers found the first stimulation to his creative powers in the creative writing class of Miss Ruth Mary Fox. In an informal atmosphere, each student read his own work and criticized the work of others. Miss Fox encouraged and guided each student along the path of his interest, talent, or predilection. (1)

171. **Peters, Robert L.** "The Yearly Corn: The Freshman English Anthology," *College English*, 18:8 (May 1957), 420-421.

The freshman English anthology is used in large numbers for several reasons: self-aggrandizement, lack of teaching experience, laziness, or lack of sales resistance. It is better to make a judicious selection of inexpensive paperbacks and instill in the freshman a respect for books. (3)

172. **Radley, Virginia R.** "Discipline versus the 'Viewless Wings of Poesy,'" *Liberal Education*, XLIX:4 (December 1963), 475-480.

To reconcile "practical" and "inspirational" objectives in teaching freshman English, Russell Sage College teaches composition and research in primary and secondary sources the first semester and introduction to world literature (Western) the second. (4)

173. **Reid, Ronald F.** "The Boylston Professorship of Rhetoric and Oratory, 1806-1904: A Case Study in Changing Concepts of Rhetoric and Pedagogy," *Quarterly Journal of Speech*, XLV:3 (October 1959), 239-257.

At the beginning of the nineteenth century the rhetoric course at Harvard reflected classical influence and was concerned largely with persuasive oratory; by the end, it was concerned with "written composition, expository and literary as well as persuasive, and made little direct reference to classical authors." This shift in emphasis took place not only at Harvard but in American higher education generally. (5)

174. Renoir, Alain. "Traditional Grammar of Structural Linguistics: A Buyer's Point of View," *College English,* 22:7 (April 1961), 484-488.

Using structural texts diverts too much time to grammatical matters not essential for composition. (9)

175. Richard, Jerry. "Writing: Art or Craft?" *The CEA Critic,* XXV:7 (April 1963), 4-5.

Art may be inspired, but it cannot be taught; craft may be taught, but it cannot be inspired. Instead of beginning with a finished, polished short story or poem, which should be a work of art, the student should undergo a series of exercises designed to help him sharpen his craft. (1)

176. Ruoff, James E. "The English Clinic at Flounder College," *College English,* 19:8 (May 1958), 348-351.

English instructors could gain wealth and prestige and glamorous secretaries if they would follow the practice of physicians in curing the ills of freshman writing (humor). (3)

177. ———. "Variations on a Theme," *College English,* 18:5 (February 1957), 268-269.

The time-honored methods of discussing writing with freshman English classes include reading from themes, projecting themes, and analyzing the work of professional writers. Another effective method is to mimeograph a theme written by the instructor and containing the particular writing errors that the class most needs to study. (3)

178. Schmieder, Fred J. "English Composition: Writing—Spelling," *Review of Educational Research,* 28:2 (April 1958), 117-126.

Questionnaires reveal that practice in writing in colleges is often reduced because of large enrolments, competing activities, and administrative pressure. College teachers consider the following important for writing: content relevant to purpose, clear organization, clear sentences, few errors in mechanics and diction, and no spelling errors. Questionnaires reveal that students want their themes corrected as a learning device. (11)

179. Shelley, A. Bernard R. "Accreditation of Business Writing for English," *College English,* 23:6 (March 1962), 489-492.

When business writing teachers offer a course that is comprehensive in approach—including style, logic, forms of discourse, adaptation to audience, and nature and functions of language—colleges may be willing to accept it as at least partial fulfillment of the composition requirement. (9)

180. Sherwood, John C. "Numbers in Composition," *The Journal of Higher Education,* XXXII:5 (May 1961), 276-279.

To meet the approaching enrolment flood, raise the number of students in a typical section from twenty-five to thirty-six. Then in a given week have two thirds of the class submit regular written themes, but have the other third present oral themes only. The latter group should first submit written outlines. (5)

181. Shields, Ellis Gale. "The Flowers of Rhetoric," *The Educational Leader,* 23:1 (July 1959), 7-15.

Although the study of rhetoric has "fallen into desuetude," the author shows by using examples of rhetorical figures in English literature that "rhetorical tradition, however much neglected, is far from dead." (6)

182. Shuman, R. Baird. "Theme Revision? Who Needs It?" *Peabody Journal of Education,* 40:1 (July 1962), 12 ff.

Most students need theme revision in one form or another, but only as a matter of peculiar individual needs diagnosed by the teacher and only when students are aware that *revising* is not the same as *rewriting.* (12)

183. Smith, Henry Lee Jr. "The Teacher and the World of Language," *College English,* 20:4 (January 1959), 172-178.

Studying language in the "traditional" way leads to a kind of mild schizophrenia because of the conflict between the written and spoken language. The "structuralist" can alleviate this problem by describing the language from the vantage point of discourse analysis. (3)

184. **Smock, Ruth.** "The English Dilemma," *Junior College Journal,* XXVIII:5 (January 1958), 269-270.

In order to deal with the rising tide of enrolment, the English teacher may do several things. He may devise a syllabus in research courses for which bibliographical materials must be listed, use familiar letter symbols in correcting themes, and grade selectively a portion of the total number of themes written during the course of study. (11)

185. **Spanos, Bebe.** "Literature-Composition Ratio, Part I," *The CEA Critic,* XXV:5 (February 1963), 1.

Freshman students should be made to realize that writing is an art, not a tool. Good writing is a process of self-discovery which in turn should result in sympathetic understanding of the writer's fellow humans. Understanding is engendered by words. Many teachers lack patience and incentive insight to teach composition. (1)

186. **Stageberg, Norman C.** "Some Structural Ambiguities," *English Journal,* 47:8 (November 1958), 479 ff.

One way to sensitize students to dangers of multiple meaning is to attack structural situations liable to ambiguity. Twenty such situations are analyzed. (1)

187. **Stanberg, Thelma F.** "English for the Under-Achiever," *The CEA Critic,* XXVI:2 (November 1963), 5.

For eight weeks, classes of underachievers at a junior college wrote single paragraphs, which were rewritten and completely corrected. Class discussion stimulated selection of interesting topics. After this drill, students wrote longer papers starting with a pattern of exposition, gradually working toward a variety of patterns. Corrections and rewrites were required. (1)

188. **Staton, Walter F. Jr.** "The Treatment of Outlining in College Rhetoric Texts," *College English,* 21:7 (April 1960), 391-393.

The treatment of the outline in most rhetoric texts ignores to a large degree both the practicalities and the logic of outlining. (3)

189. **Steinmetz, Lee.** "The Freshman Research Paper: A Classroom Approach," *College English,* 21:1 (October 1959), 24-26.

The freshman research paper can be successfully treated as the continuing subject of the semester's work by the assignment to each student of four novels by a single author with a variety of writing assignments as the novels are read, culminating in a research paper on some aspect of the author's work. (3)

190. **Stone, Edward.** " 'Controlled Materials': A New Remedy for an Old Ailment," *The Journal of General Education,* 12:4 (October 1959), 189-204.

A history of the use of "controlled materials" in the freshman composition course. The author approves their use in the teaching of the freshman research paper and feels that they will become increasingly useful as numerous junior and branch colleges are established. (12)

191. **Suggs, Lena Reddick.** "Structural Grammar versus Traditional Grammar in Influencing Writing," *English Journal,* 50:3 (March 1961), 174-178.

An experiment to determine whether structural grammar (based on research into the language as it is) or traditional grammar (based primarily on the Latin language) has more carryover value in improving writing skills showed definitely the superior effects on writing of studying the grammar based on linguistic science. (8)

192. **Tibbetts, A. M.** "The Case against Structural Linguistics in Composition," *College English,* 21:5 (February 1960), 280-285.

Because writing is an art, not a science; because the student is learning written, not spoken, English and must follow the best models, not the practice of the masses; because for all practical classroom purposes traditional grammar performs its function; and because the poor writer needs—more than anything—practice in writing, linguistics is of little use to the teacher of composition. (3)

193. ________. "Rebuttal to Robert's 'The Relation of Linguistics to the Teaching

of English' in the Previous Issue," *College English*, 22:7 (April 1961), 516-517.

Attacks "four errors" in Roberts's article. (9)
Cross-Reference III. B.

194. Tovatt, Anthony L., and Jewett, Arno. "Following the Trend," *English Journal*, 46:7 (October 1957), 428.

Indiana University has abolished its traditional noncredit English course and now enrolls even deficient students in the regular credit program. (2)

195. ——————. "Just What Do College Composition Instructors Look For?" *English Journal*, 46:1 (January 1957), 47-48.

A review of "How Themes Are Marked and Graded at Iowa College and Universities" in the *ICTE Yearbook*, by Richard Braddock and Harry Crosby. College teachers look for the writer's purpose and organization and for papers which seldom violate the conventions of grammar, punctuation, and usage. (2)

196. ——————. "This World of English," *English Journal*, 46:3 (March 1957), 165-167.

Reviews an announcement in the December 1956 *Purdue English Notes*: Purdue has abolished its remedial, noncredit English course for engineering students but retained its voluntary writing laboratory. Reviews William Ward's *Principles and Standards in Kentucky High Schools and Colleges*. (2)

197. Wallace, J. W. "The Reference Paper and In-Class Writing," *College English*, 19:4 (January 1958), 166-167.

It is possible to avoid much of the plagiarism or near plagiarism in the freshman reference paper by requiring the first draft to be written in class. (3)

198. Wallace, Karl R. "Towards a Rationale for Teachers of Writing and Speaking," *English Journal*, 50:6 (September 1961), 384-391.

Teachers of writing and speaking will find more valuable guides in rhetoric than in grammar, linguistics, or logic. (8)
Cross-Reference II. D.

199. Warfel, Harry R. "Structural Linguistics and Composition," *College English*, 20:5 (February 1959), 205-243.

A widespread familiarity with the principles of structural linguistics will revolutionize the teaching of verbal composition by giving the student scientific insights into the language. (3)

200. Warncke, Wayne. "The Truth of Fiction," *The CEA Critic*, XXIV:4 (April 1962), 6.

It is frequently necessary to begin freshman composition courses with "an apology for fiction" to resolve the student's doubts about the relative values of fiction and fact, i.e., biography and history, and to show him that fiction does make valuable and valid comments on human existence. (1)
Cross-Reference IV. B.

201. Weeks, Edward. "The Peripatetic Reviewer," *The Atlantic*, 203:1 (January 1959), 79-80, 82.

That there exist, among the hordes of semiliterates infesting American colleges, a few students with the urge to write attests to the existence of some few people—parents, teachers, friends—able to inspire the young with an excited concern for the beauty and the importance of words and of language. (3)

202. Wehr, Olive C. "R Is for Re-Write," *Junior College Journal*, XXVII:5 (January 1958), 276.

R can be used as a substitute grade for an unsatisfactory theme, indicating that it will receive a grade when it is rewritten according to instructions. (11)

203. Willard, Oliver M. "A Footnote to Laird's 'Parts,'" *College English*, 19:8 (May 1958), 353-354.

Laird is mistaken in saying that linguistics is not yet ready for the classroom since students can soon learn that English comes in recognizable patterns and that punctuation is often a representation of the intonations of those patterns. (3)

204. Yaggy, Elinor. "The Shorter Research Paper," *College English*, 18:7 (April 1957), 369-370.

By writing two short research papers instead of one long one, the freshman can have the experience of both a general survey of a limited topic and an expansion of a single aspect of that topic. Documentation improves and plagiarism disappears, as does the paralyzing effect of a single long paper. (3)

205. Zeigier, Martin L., and Herman, Louis M. "A Study of the Effectiveness of a Summer Remedial Course in English for College Freshmen," *Journal of Educational Research*, 53:2 (October 1959), 70-78.

A program of remedial composition was set up to raise the competence of students with low entrance scores. The three groups used were:

1. Students below norm at entrance who took remedial course (C-1) in summer session.
2. Students below norm at entrance who took remedial course (C-1) in the fall.
3. Students who passed the entrance test and did not take C-1.

Overall grades of the three groups in the regular English course for which C-1 was preparatory were generally even and all poor. Of the C-1 students, 68 percent earned D or below; of the non C-1 students, 48 percent earned D or below. (13)

206. "But Is It Really K.P.?" *The CEA Critic*, XXIII:3 (March 1961), 1.

Elementary service courses are the most difficult technical operations a college performs and should be taught by expert, experienced professors. Novice teachers can more easily handle advanced senior courses in which teaching ability is not greatly challenged. Freshman composition is not the K.P. area of our profession. (1)

207. "Generals Pull K.P." *The CEA Critic*, XXIII:2 (February 1961), 2.

The suggestion that young Ph.D.'s take over graduate seminars while seasoned professors teach freshman English is as unsound as a proposal to put seasoned generals on K.P. while newly made officers direct the war. The lower ranks in departments are the apprenticeship grades. (1)

C. Reading

208. Causey, Oscar S. "A Decade of Progress in Colleges," *Education*, 80:9 (May 1960), 549-551.

In the fifties the number of colleges offering courses in remedial reading has grown from nearly none to more than 500. As a result, better textbooks are available, and reading problems have become a rapidly expanding, scholarly, and scientific investigation. (3)

209. Chansky, Norman M., and Bregman, Martin. "Improvement of Reading in College," *Journal of Educational Research*, 51:4 (December 1957), 313-317.

" . . . It is the person who can be characterized as relatively free from obsessions, compulsions, and phobias who does not have the verbal talent requisite to performing the verbal tasks expected of college students, but who, nevertheless, is motivated to succeed academically, who makes the greatest progress" in improving reading skill. (13)

210. Collins, Ray. "The Comprehension of Prose Materials by College Freshmen When Read Silently and Read Aloud," *Journal of Educational Research*, 55:2 (October 1961), 79-82.

Freshman students tested on comprehension of prose reading of measured difficulties scored significantly higher or higher with oral reading than with silent reading. This suggests that oral reading aids comprehension and should be given more attention wherever comprehension is a problem. (13)

211. Downes, Mildred Gignoux. "Remedial English," *The CEA Critic*, XIX:8 (November 1957), 1.

College students placed in remedial reading classes have failed previously because they often (1) reverse letters (read untied for united), (2) insert, eliminate, or substitute letters (read glass for grass), (3) read a word so nebulously that all they can get is a kind of assonance or private onomatopoeia. In writing they have no feeling for the shape of a sentence, and they are often unable to place a word in its usual frame of reference. (1)

212. Dumler, Marvin J. "A Study of Factors Related to Gains in the Reading Rate of College Students Trained with the Tachistoscope and Accelerator," *Journal of Educational Research*, 52:1 (September 1958), 27-30.

A six-month study with adults and college students using tachistoscope and accelerator showed no loss in comprehension and large gain in reading speed. There was added improvement on the Minnesota Clerical Test following the training program. (13)

213. **Edwards, Thomas J.** "Context Clues and Word Mastery in the Junior College," *Junior College Journal*, XXVIII:7 (March 1959), 392-398.

Adequate use of context to attack new words is neither foolproof nor simple. Picture, word configuration, or context clues are traditional word-recognition techniques. Word-analysis methods may be added to these guessing techniques. Failure to utilize the multiple factor context is a main cause for poor knowledge of word meanings. Overemphasis on a single contextual setting can lead to misconceptions based on too limited knowledge. Knowledge of words expands in different types of situations and diverse settings. Basic reading comprehension ability to think critically in reading situations is another prerequisite for the efficient use of context clues. (11)

214. **Getlett, Rupert.** "When a Dullard Is Not Dull," *Junior College Journal*, XXVIII:3 (November 1958), 149.

A technical student's failure or low rating in English is often the result of lack of interest rather than lack of ability. A display of technical reports may be effective in convincing such a student of the value of English. (11)

215. **Gray, William S.** "Summary of Reading Investigations July 1, 1955 to June 30, 1956," *Journal of Educational Research*, 50:6 (February 1957), 401-441.

Summaries of research and bibliography; in part "Recent Research in College Reading" points to Bliesmer's *Exploring the Goals of College Reading Programs*, the fifth yearbook of the Southwest Reading Conference for Colleges and Universities (Fort Worth, Texas: Texas Christian University Press, 1955). (13)

216. ____________. "Summary of Reading Investigations July 1, 1956 to June 30, 1957," *Journal of Educational Research*, 51:6 (February 1958), 401-435.

Reviews briefly three conclusions of studies reported at the college level:

1. The urgent need of many college students for training in reading;
2. The value of developmental training for the many as well as remedial training for the more deficient; and
3. The favorable influence of improved reading ability on academic progress. (13)

217. **Harriet, Sister M., O.S.F.** "Let's Use the Paperbacks," *English Journal*, 46:4 (April 1957), 202-204.

Buying fifty paperbacks for an easy distribution encourages students to read, offers excellent reading background, and provides material for writing and discussion. Students should keep notes based on questions provided by the instructor. (2)

218. **Harris, Theodore.** "Summary of Investigations Relating to Reading July 1, 1960 to June 30, 1961," *Journal of Educational Research*, 55:5 (February 1962), 197-220.

Summary and annotated bibliography of 148 studies of reading. (13)

219. ____________. "Summary of Investigations Relating to Reading July 1, 1961 to June 30, 1962," *Journal of Educational Research*, 56:6 (February 1963), 283-310.

Summary and bibliography of 112 articles, 2 related to reading programs in the college teaching of reading—voluntary or required? (13)

220. **Hinchcliff, William Emerson.** "Potent Pellets: A Proposal for Bold Use of Paperbacks in Junior Colleges," *Junior College Journal*, XXXII:7 (March 1962), 292 ff.

"Saturation booking" is the answer to stimulating students to read—that is, "massive blanketing" of students with paperbacks as required reading in survey, area, and general courses; and the college should foot the bill of ten paperbacks per semester per course for each student. (11)

Cross-Reference I. F.

221. **Hunt, Lyman C. Jr.** "Can We Measure Specific Factors Associated with Reading Comprehension?" *Journal of Educational Research*, 51:3 (November 1957), 161-172.

"The whole question of the construction of diagnostic measures of reading comprehension needs further examination," particularly with regard to item construction and the analysis of student responses to the different sets of items. (13)

222. **Kingston, Albert J. Jr., and George, Clay E.** "The Effects of Special Reading

Training upon the Development of College Students' Reading Skills," *Journal of Educational Research,* 50:6 (February 1957), 471-475.

Students tend to develop faster reading rates during the first two years of college. They make little or no gain in reading comprehension between the freshman and junior years unless they have special training designed to develop this skill. (13)

223. LEEDY, PAUL D. "Teaching the College Student to Read," *School and Society,* 88:2167 (January 30, 1960), 51-52.

Colleges fail to recognize that reading is an educational growth from the elementary to the graduate school. Adult reading classes for professional men and remedial clinics in colleges are evidence that college students need instruction. With help from reading specialists, each professor should instruct students in reading the materials in his specialty. (1)

224. NELSON, HELGE G. "Overcoming Reading Deficiencies at the Community College Level," *Junior College Journal,* XXXIII:4 (December 1962), 221 ff.

A successful remedial reading program utilizing lecture, demonstration, and individual conference places its primary emphases upon word attack (or phonics), vocabulary development, and comprehension. (11)

225. PERRY, WILLIAM G. JR. "Students' Uses and Misuses of Reading Skills: A Report to the Faculty," *Harvard Educational Review,* XXIX:3 (Summer 1959), 193-200.

Though the Harvard freshman reading course started in 1938 as a remedial course emphasizing the mechanics of reading, the directors of the course soon (1946) found that their charges were really mechanically expert readers on the whole but that they needed help in realizing the purpose behind much of their reading. Thus, through tests and exercises, the course has come to emphasize the necessity for a student's determining the purpose of a reading assignment before beginning the reading. (3)

226. ROBINSON, HELEN M. "Summary of Investigations Relating to Reading July 1, 1959 to June 30, 1960," *Journal of Educational Research,* 54:6 (February 1961), 203-220.

Annotated bibliography of 101 articles, very few connected with college reading or college level students. (13)

227. SCHNEYER, J. WESLEY. "Factors Associated with the Progress of Students Enrolled in a College Reading Program," *Journal of Educational Research,* 56:7 (March 1963), 340-345.

High improvers in a college remedial reading course tend to be students who have made tentative occupational choices, who read serious books, and who rate their trouble as inability to concentrate. Poor-progress students tend to show a combination of low motivation and high anxiety. No instrument has been found capable of predicting progress on an individual basis. (13)

228. SMITH, EDWIN H. and MARK P. "Speed Reading in the Machine Age," *College English,* 20:5 (February 1959), 242-244.

Using reading machines, as compared to using books, will not necessarily increase the level of comprehension, according to this study. (3)

229. WEBER, C. B. "The Remedial Course—An Academic Blight," *Educational Administration and Supervision,* 44:6 (November 1958), 324 ff.

"Education is supposed to be preparation for living. Let us do something about the typical remedial courses and help make the theory a reality." (7)

D. Speaking

230. VEIDEMANIS, GLADYS. "The Teaching of Speaking and Writing: An Articulated Approach," *English Journal,* 52:3 (March 1963), 172-177.

Areas of possible articulation of speech and writing include (1) a consideration of the distinctive powers of the two forms, (2) a consideration of the problems that may be caused by the difference in the two forms, (3) a study of language as the basis for both, (4) the use of discussion to improve critical thinking before writing compositions, and (5) instruction and practice in speech and composition construction. Both are important skills that can enhance each other's development when integrated. (8)

Cross-Reference II. A., B.

E. Experimental

231. **Anderson, Wallace L.** "Recognizing Restrictive Adjective Clauses," *College English,* 18:5 (February 1957), 269-271.

Students may be taught to test the restrictiveness of adjective clauses by determining whether the clause may be omitted or whether it particularizes its substantive, by the "pitch-pause" method, or by determining whether the relative pronoun may be omitted or substituted by the pronoun *that,* which is always restrictive. (3)

232. **Bauerle, Richard F.** "Poetry Notebook," *The CEA Critic,* XIX:6 (September 1957), 3 ff.

Students who resented line-by-line analysis of poetry they could not understand independently were asked to record in a notebook their first reaction to each poem, their later impression of it, and finally their conclusions. The plan created lively discussion. (1)

233. **Benjamin, Edwin B.** "Group Dynamics in Freshman English," *College English,* 19:3 (December 1957), 122-123.

Flagging interest in literature of a freshman English class can be revived by dividing the class into three or four groups; assigning a topic for each group to ponder, a topic more specific than general; and then letting a spokesman for each group submit the group's conclusions to the entire class. (3)

234. **Coard, Robert L.** "Write about the Library," *The CEA Critic,* XX:8 (November 1958), 7.

To help teach students how to use the library, the teacher can assign such themes as these: tell how to find a book, compare two encyclopedias, analyze front pages of five national newspapers, or contrast automobile ads of twenty years ago with those of today. Other assignments which send students into the library to write about it are included. (1)

235. **Forest, Robert B.** "Using the Tape Recorder as an Aid to Teaching Critical Thinking," *Junior College Journal,* XXVII:8 (April 1958), 458.

The opportunity for students to listen to a discussion in which they have been involved offers a valuable experience that is missing when they hear someone else discuss an issue for the first time. (11)

236. **Garvin, Harry R.** "Novels and Freshman Composition," *College English,* 21:3 (December 1959), 175-177.

As a common source for theme topics, freshman English at Bucknell University uses a particular motif—such as "The Individual and His Society"—which is dramatized for the student by his reading of several departmentally selected novels. The result: greater involvement in the ideas by the students, hence better writing. (3)

237. **Guyer, Byron.** "Some Uses of Linguistics and Semantics in Freshman English," *College English,* 19:7 (April 1958), 309-312.

One can teach freshman English effectively by using a combination of linguistics and semantics, that is, by introducing the student to the scientific method and then applying that method to language. (3)

238. **Harris, Brice.** "The Importance of Language in the Modern World," *Baltimore Bulletin of Education,* XXXVI:3 (April 1959), 1-7.

To compete successfully with science in the twentieth century, English teachers' methods must be modern, effective, and suited to their audience. The importance of language in interpreting and evaluating propaganda and the linguistic approach to the study of language are necessary ingredients for English courses. (11)

239. **Hicks, John H.** "Literacy and Literature," *The Journal of Higher Education,* XXXI:1 (January 1960), 21-27.

For the introductory course in college English, let poetry, drama, and fiction readings in that order and in an illuminating sequence be taught plus assignments of one or two short papers a week about literature and the students' reactions to it. (5)

240. **Hogan, Patrick G.** "If the Shoe Fits," *The CEA Critic,* XIX:9 (December 1957), 4.

A test of writing proficiency given to juniors in a Mississippi college showed that one fifth were deficient in the minimum essentials of acceptable writing. As a result, all state-supported schools have made proficient writing a degree requirement. Studies and experiments are attempting to find means of better teaching of written expression on the secondary and college level. (1)

241. **Hunt, Kellogg W.** "Improving Sentence Structure," *English Journal,* 47:3 (March 1958), 206-211.

Simple structural linguistic technique can be used to improve sentences in which lexical meaning and structural signals are contradictory. Use blanks between structure keys or nonsense words which carry marks of structure. (2)

242. **Judson, Jerome.** "The Antioch Design: An Undergraduate Program in Literature," *College English,* 21:4 (January 1960), 217-220.

By making it the job of the entire faculty to police the writing competence of students and by requiring, among other things, much writing in all courses, Antioch College has eliminated the conventional freshman composition course and has established a number of courses stimulating to both faculty and students. (3)

243. **Kerner, David.** "A New Way to Teach Composition: Controlled Materials," *College English,* 21:7 (April 1960), 384-388.

The "controlled materials" texts for freshman writers are increasingly popular because they do much that is claimed for them (reduce plagiarism, ease the library burden, etc.), but their greatest value is that they require the writer to practice *composition:* to apply some principle of organization to a fresh body of information. (3)

244. **Kneiger, Bernard.** "Poetry Imitation," *College English,* 21:6 (March 1960), 344-345.

The student imitation of an anthologized poem makes the qualities of the original apparent by demonstrating their lack in the imitation. (3)

245. **Michaelson, L. W.** "Bonehead Grammar," *Education,* 80:5 (January 1960), 283-285.

In teaching grammar to "bonehead" sections, the instructor can achieve better comprehension of grammatical principles by acting them out or by drawing illustrative cartoons than by presenting abstract dicta. (3)

246. **Page, Alex.** "To Grade or Retrograde?" *College English,* 21:4 (January 1960), 213-216.

To eliminate the deleterious effect of the teacher's double role of guide and judge, give the job of grading students to a team of the teacher's department colleagues. With this system the students can cease trying to unravel the academic personality of the teacher and instead attack knowledge. (3)

247. **Roth, George L.** "The Controlled Materials Method of Teaching the Research Paper," *The CEA Critic,* XX:9 (December 1958), 2 ff.

By using controlled source material for research papers, the teacher may teach more thoroughly the difference between good and bad evidence, between fact and opinion, between trustworthy and useless information. Based on his knowledge of the material, his corrections are more apt to be valid and realistic. (1)

248. **Steel, Eric M.** "The Freshman Research Paper: Hope at Last?" *College English,* 18:7 (April 1957), 365-366.

By having to write research papers for an audience of eighth graders on topics they suggested, these freshman writers, faced with real readers, worked hard to provide the best in both content and mechanics. (3)

249. **Taylor, Louis.** "Experiment in Freshman Research Writing," *College English,* 18:7 (April 1957), 368-369.

As an experiment, apparently successful, students were organized into advisory groups as a means of carrying out research projects. One student served as advisor to each group, each member of the group giving a progress report to the advisor at each class meeting. (3)

F. Articulation with High Schools

250. **French, John W.** "What English Teachers Think of Essay Testing," *English Journal,* 46:4 (April 1957), 196-201.

The author, a research associate for ETS, via a questionnaire returned from 224 high schools, learned that the amount of high school writing has increased slightly in the last ten years, but increased class size has caused a decrease in some schools. College preparatory classes necessitate the increase.

The majority of responses indicate few teachers vary their teaching to prepare for CEEB tests; teachers are overwhelmingly in favor of essay tests on college entrance exams. (2)

251. **Grommon, Alfred** H. "Coordinating Composition in High School and College," *English Journal,* 48:3 (March 1959), 123-131.

Since most high school teachers cannot participate in the twelve most promising articulation programs (listed and discussed), they must prepare their students to have substance, organization and fluency, and acceptable mechanics in their writing. Assignments should pose a problem which demands a solution. (2)

252. **Jumper, Will** C. "Dear Instructor of College Composition," *English Journal,* 47:5 (May 1958), 289-290.

High school teaching is developmental; college teachers should accept exposure to fundamentals and some practices, not final products. (2)

253. **Lynch, James** J. "College Support for the High School English Teacher: The California Experiment," *College English,* 21:2 (November 1959), 73-80.

A statement by California college English departments to California high schools sets forth the accomplishments in English desired of college freshmen: the student's writing and speaking should be fluent, error free, and logical; his reading swift and comprehending of both content and style; his knowledge of literature deep, rather than broad, with emphasis on purely literary matters. (3)

254. **Marshburn, Joseph** H., *et al.* "What Do the Colleges Want?" *English Journal,* 47:3 (March 1958), 144-153.

High school teachers are advised to avoid teaching research papers, book reviews, stylized introductions, rhetorical questions, creative writing, diagraming, and letter writing; they are urged to teach theme writing, literature, and respect for work. (2)

255. **Nutley, Grace** S. "The College Freshman Faces Composition," *High Points,* 41:1 (January 1959), 40-43.

Professor Nutley (of Brooklyn College) suggests that the high school senior discover and discuss what is expected of him in college composition and use that as a measuring stick for high school achievement. Her description of the deficiencies of the freshman in his first college English course points up the need for high school orientation as well as the desirability of college instructors and high school teachers getting together to discuss common problems. (5)

256. **Sinclair, Giles** M. "An Ounce and a Pound: High-School and College English," *College English,* 19:7 (April 1958), 291-295.

That many students are poorly prepared to do the reading and writing demanded in college is seen as a problem in articulation between programs. One college has achieved some improvement in the skills of entering freshmen by going into the high schools with various kinds of help in preparing students for college. (3)

257. **Smith, Elaine** T. "Piercing the Slate Curtain," *College English,* 21:2 (November 1959), 90, 95-97.

A questionnaire sent out to Massachusetts high schools and concerned with college preparation in English reveals that most high schools require considerable writing. The reading assignments vary widely in quantity, in kind, and in the particular books read, though a few standard titles appear on nearly all the lists.

258. **Tovatt, Anthony** L., and **Jewett, Arno.** "What Skills Do College English Departments Want?" *English Journal,* 46:7 (October 1957), 429.

Reviews *North Carolina English Teacher* (May 1957) analysis which places writing ability as the number one essential. (2)

259. ————. "What Suggestions?" *English Journal,* 47:3 (March 1958), 155.

A review of "Ask the Graduates: A Method of Curriculum Improvement," by Harry Alter (*California Journal of Secondary Education,* December 1957), which indicates students wish they'd had more writing preparation in high school. (2)

260. **Valley, John** R. "College Actions on CEEB Advanced Placement English Examination Candidates," *English Journal,* 48:7 (October 1959), 398-401.

The detailed analysis shows that colleges are influenced by results of advanced placement tests, particularly if competence is displayed in literature. The number of colleges who give advance placement or credit is increasing. (2)

G. Administration

261. **Baker, Orville,** and **Dezonia, Robert H.** "Achievement in Mechanics in Freshman English," *College English,* 21:7 (April 1960), 389-391.

In order to evaluate the achievement of its freshman composition students, this English department readministered its placement test *(Cooperative English Test)* at the end of the course. The results raised questions about the kind of learning in the course and the means for exempting certain students from freshman English. (3)

262. **Bernd, Daniel W.,** and **Ashida, Margaret E.** "They Ain't Heavy, Chairman: They're My Freshmen," *College English,* 21:1 (October 1959), 49-50.

Knoll's major premise is wrong; graduate students are more dedicated, more enthusiastic teachers of freshman English than their superiors, who are deeply involved in publishing, politics, and promotion. (3)

263. **Diederich, Paul B.** "The Rutgers Plan for Cutting Class Size in Two," *English Journal,* 49:4 (April 1960), 229-236.

Instead of flunking out its poorest students to keep enrolment at manageable size, schools are experimenting with fewer class sessions, guided free reading periods, self-correcting exercises, and lay readers. (2)

264. **Ford, Nick Aaron.** "Student Writing and Faculty Attitudes," *The Journal of Higher Education,* XXVIII:1 (January 1957), 38-41.

When deficiencies in writing became apparent among upperclassmen at Morgan State College, the chairman of its English department sent a questionnaire to all teachers of non-English courses to enlist their help. Typical answers to the questionnaire are given as well as the conclusions reached and recommendations. (5)

265. **Gregory, John W.** "An Approach to Functional English in a Four-Year Junior College," *Junior College Journal,* 24:4 (December 1958), 203-205.

English should include the broad areas of the language arts such as reading, writing, speaking, and listening and should serve more functionally a student's whole curriculum. Each student should show competency in language usage in each course and in extracurricular affairs. If English is to be more effective, it must be constantly studied and practiced. (11)

266. **Herman, George.** "College Decomposition and Illiterature," *The Journal of Higher Education,* XXIX:12 (December 1958), 471-477, 517.

The subtitle of this article is "Let's Stop It." Let's stop teaching in college the literature and composition that should have been taught in high school. If these subjects haven't been taught there, college is too late. Proclaiming this truth, college English teachers will regain their self-respect, though they may lose their jobs.

267. ————. "Freshman English during the Flood," *College English,* 18:8 (May 1957), 424, 426-427.

Laird's Oregon Plan depends for its success on energetic instructors who organize their time well, a breed too rare to staff the plan when the Flood comes. (3)

268. **Kitzhaber, Albert R.** "Death—or Transfiguration?" *College English,* 21:7 (April 1960), 367-373.

Instead of abolishing freshman English, college English departments should work to improve the present situation by helping the high schools improve their English program (after the example of the Portland High School Curriculum Study) and then, as students improve, by raising the level of freshman English, particularly in language and literature. (3)

269. **Naeseth, Henriette C. K.** "The D Student in Composition," *College English,* 18:8 (May 1957), 419-420.

At Augustana College, students with weak entrance tests are required to take a fourth hour each week of freshman composition. Those who fail to earn a C are required to undergo further remedial work before being permitted to enroll in the second semester of freshman English. (3)

270. **Radner, Sanford.** "A Three-Track Community College English Program,"

Junior College Journal, XXIX:2 (October 1958), 97-100.

Because of the recognition of the peculiar demands of various types of preprofessional education and the development of semiprofessional education to the college level, pedagogical unity is no longer possible. The situation can be met by defining common basic objectives for a subject and achieving them through a differentiation of materials and methods of instruction. (11)

271. **Rice, Warner G.** "A Proposal for the Abolition of Freshman English, as It Is Now Commonly Taught, from the College Curriculum," *College English,* 21:7 (April 1960), 361-367.

The widespread abolition of the standard freshman composition course could result in a university-wide responsibility for competence in student writing, in more efficient use of members of English departments, in acceptance by the high schools of their responsibility to train the student in reading and writing, and in a shorter way to the bachelor's degree by the removal of subcollege courses from the degree requirements. (3)

272. **Yorkston, Martha Knight.** "Find the Criminal," *Junior College Journal,* XXX:3 (November 1959), 163-165.

Chaos is the rule in freshman English. As long as English is the common means of communication, it is the responsibility of the entire school system to implement its adequate use. A style manual would provide a standard by which to judge the noncreative aspects of a student's work and would furnish the administration with a means of requiring faculty members to teach correct English usage. Mechanical teaching aids can relieve teachers, place the burden of learning upon the student, and help unify the subject matter of freshman English. (11)

III. THE ENGLISH LANGUAGE

A. History

273. **Baugh, Albert C.** "Historical Linguistics and the Teacher of English," *College English,* 24:2 (November 1962), 106-110.

The value of historical linguistics to the teacher of English falls under three heads: as an element in his cultural equipment, as a tool in the understanding and interpretation of our earlier literature, and as the basis of sound judgment in matters concerning the language today. (3)

274. **Ferris, D. H.** "The Integrity of the English Language," *Modern Language Journal,* 42:2 (February 1958), 78 ff.

In spite of worldwide dialect differences and claims for an "American language," English still persists throughout the world as a language which can be understood by all its users; it has maintained its integrity better than most languages. (2)

B. Nature

275. **Cain, R. Donald.** "Grammar's Not Terminology," *English Journal,* 47:3 (March 1958), 200-205.

"Reactions of language," not traditional terminology or structural linguistics, should be taught. Jesperson and Curme provide a system of analysis. Agreement, tense, and reference can be clarified by logic, not rules. (2)

276. **Fries, Charles C.** "Advance in Linguistics," *College English,* 23:1 (October 1961), 30-37.

The profession must assimilate and use in the classroom not the tools and techniques, but the heart of linguistic science, i.e., its understanding of the nature and functioning of human language. (9)

Cross-Reference VIII.

277. **Gorrell, Robert.** "Giggles of Geese and a Pure of Meadowlarks," *College English,* 22:8 (May 1961), 555-561.

More study of language for its own sake in freshman and other English courses is desirable and may prove of great practical value. (9)

278. **Lamberts, J. J.** "Basic Concepts for Teaching from Structural Linguistics," *English Journal,* 49:3 (March 1960), 172-176.

The basic concepts are: (1) Language is a form or type of human behavior. (2) As a form of behavior, it may be studied objectively. (3) This examination derives a comprehensive, orderly description. (4) Each language has its own system or structure, the totality of which is its grammar. (2)

279. **Long, Ralph B.** "Paradigms for English Verbs," *PMLA*, 72:3 (June 1957), 359-372.

A detailed discussion of the problems encountered in making paradigms of English verbs. The writer discusses verbs which deviate from regular patterns and analyzes the uses to which forms are put. He advises students of contemporary American English to consult such authorities as Fries, Trager, and Smith; Poutsma, Sapir, and Bloomfield; and Pike and Harris.

280. **Morton, Richard K.** "Factors in Modern Language Mutations," *The CEA Critic*, XXI:8 (November 1959), 5 ff.

Advertising, television, movies, sports, records of songs, successful books, and new discoveries are changing English so rapidly that even recent dictionaries are behind current usage. America is hospitable to new words, revised grammatical constructions, and changes in vowel sounds. Competent studies are needed to catalogue and evaluate the changes. (1)

281. **Munro, David A.** "The Change in English Teaching," *Junior College Journal*, XXVIII:6 (February 1958), 342-345.

The rise of descriptive grammar and linguistic science has radically altered the teaching of English. Language has come to be considered the spoken phenomenon. The sounds of language are studied separate from meaning. Physical sounds of the language are not subject to description in the same way that other physical facts may be described. Language is constantly in a state of change. (11)

C. Dictionaries

282. **Barzun, Jacques.** "What Is a Dictionary?" (Overline: The Scholar Cornered) *The American Scholar*, 32:2 (Spring 1963), 176-181.

"As *Webster's Third New International* shows, a dictionary is a heterogeneous list of vocables, abbreviations, acronyms, ready-made phrases, and trade and proper names, which have been selected on current populist-scientific principles as constituting 'the language.' Such a dictionary is certainly not a list of the words generally spoken by speakers of English." (6)

283. **Evans, Bergen.** "But What's a Dictionary For?" *The Atlantic*, 209:5 (May 1962), 57-62.

Modern linguistics recognizes as its function the description of language as it is, and *Webster's Third New International Dictionary* follows modern linguistics by refusing to prescribe the good and the bad or the fashionable and the unfashionable. (3)

284. **Follett, Wilson.** "Sabotage in Springfield," *The Atlantic*, 209:1 (January 1962), 73-77.

Webster's Third abrogates its lexicographic duties by abandoning many usage labels, by giving authority to the most obvious solecisms, and by refusing to accept its function as authority on language, the inevitable role of any dictionary. (3)

285. **Marckwardt, Albert H.** "Dictionaries and the English Language," *English Journal*, 52:5 (May 1963), 336-345.

The furor over Webster's Third is a sad commentary on the failure of English teachers to explain to their students what a dictionary is, how it is made, and the proper way to use it. (8)

286. **Pei, Mario.** "The Dictionary as a Battlefront: English Teachers' Dilemma," *Saturday Review*, 45:28 (July 21, 1962), 44 ff.

The overriding importance of the need for some conservatism and orderly change in the English language, which still must be used basically for communication, is in opposition to recent developments in dictionary-making, particularly Webster's Third. (11)

Cross-Reference III. D.

D. Usage, Usage Problems

287. **Bonney, Margaret K.** "An English Teacher Answers Mario Pei," *Saturday Review*, 45:37 (September 15, 1962), 58 ff.

Principles and methods of linguistics applied to dictionary-making, and especially to teaching the language, more effectively train students in appropriate usage than any amount of prescriptive teaching based on "right" and "wrong." (11)

Cross-Reference III. C.

288. **Christensen, Francis.** "Restrictive and Non-Restrictive Modifiers Again," *College English*, 19:1 (October 1957), 27-28.

Anderson's article on restrictive adjective clauses (*CE*, February 1957) only introduces the whole subject of restrictive elements. Ultimately the teacher and the student must take Anderson's second method to its logical conclusion and ask, Why do we set off nonrestrictive modifiers? (3)

289. **Coard, Robert L.** "My Museum of Morbid English," *The Journal of Higher Education*, XXXI:5 (May 1960), 276-279.

Typical errors in spelling, vocabulary, grammar, "word coinage," and "typewriter betrayals" that fall to the lot of the freshman English teacher are listed. (5)

290. **Dean, Dennis R.** "Slang Is Language Too!" *English Journal*, 51:5 (May 1962), 323-326.

The uses and limitations of slang are described, and a "Partial Slang Dictionary" is appended. (8)

291. **Kirch, Max S.** "Scandinavian Influence on English Syntax," *PMLA*, 74:5 (December 1959), 503-510.

Investigation indicates that there is no positive proof of Scandinavian influence on English syntax in these points: (1) relative clauses without pronouns or particles, (2) omission of the conjunction "that," (3) use of "shall" and "will" as auxiliaries of the future, and (4) position of the genitive before nouns. (1)

292. **Long, Ralph B.** "English Belongs in English," *The CEA Critic*, XXIV:3 (March 1962), 1 ff.

Modern English grammar should not be taught in linguistic institutes or foreign language departments, but in English departments where it is not separated from literature and history. English departments have neglected this duty, but they have been right in refusing official status to structuralist sects, whose position on linguistic analysis is extremely vulnerable. (1)
Cross-Reference I. A.

293. **Mackay, E. Maxine.** "Still More on This, Etc.," *The CEA Critic*, XXI:4 (April 1959), 3-4.

From her observation of the speech and writing of college students, the author sees evidence of a return to Old English structures and locutions. She makes several analogies of present tendencies in speech with Anglo-Saxon and suggests that similarities are accidental, a result of effort to cut extraneous expressions from modern speech. (1)

294. **McGalliard, John C.** "Resistance to Change in Language Teaching," *College English*, 20:7 (April 1959), 347-350.

It is not necessary for the modern teacher of grammar and/or usage to forget all the studies of the past. Instead the teacher of today should reinforce his previous learning by listening to and studying the approaches of the structuralists. (3)

295. **Thorp, Willard.** "The Well of English, Now Defiled," *High Points*, 42:6 (June 1960), 5-14.

Professor Thorp (of Princeton) gives impressive evidence from student papers (exams, themes, etc.) of "No-English," the hot-rod, hot-foot style that abounds in *Time*, *Look*, and *Life*, in advertising wordage, academic jargon, pseudoscientific expressions, etc. These have influenced for the decided worse the writing and speaking style of undergraduates. He pleads for college English teachers to stand up to the devotees of "No-English" and cry out the virtues of English that is "simple, passionate, honest, precise, varied, strong though quiet." (5)

296. **Watkins, G. C.** "Chee-Chee, Mr. Pooley," *College English*, 18:5 (February 1957), 285.

That a specific usage has been found in the work of a reputable author is not grounds for teaching that usage to our students. (3)

297. **Withers, A. M.** "Old versus New in Language Fields," *The Journal of Higher Education*, XXXI:6 (June 1960), 339-341.

The teaching of the "New Linguists" as regards the structure of English and methods of "oral-auralists" in the teaching of foreign languages have created some English-language vocabulary problems. These might be solved by giving English vocabulary tests regularly. (5)

E. English Taught as a Foreign Language/Second Language

298. **Adams, Duane A.** "Materials and Technique in Teaching English as a Second Language," *Modern Language Journal*, 41:8 (December 1957), 376-383.

Wherever treating English as a second language has been imposed as a supplementary program to regular college classes, numerous problems have arisen concerning materials and technique. Standard English courses with regular literature and grammar texts have been generally unsuccessful for foreign students. Experimentation at Mississippi Southern College suggested five synchronized approaches: (1) Syntax, (2) Semantics, (3) Phonemics, (4) Therapy, and (5) Orientation for immediate and local needs. The Michigan aural comprehension tests provide information for structuring classes according to ability. Establishing a "sound climate" is the best aid to pronunciation. Proficiency tests determining readiness for college work should test (1) Reading and Writing, (2) Aural Comprehension, and (3) Fluency. Mississippi Southern College's Institute of Latin American Studies has developed such a test. (2)

299. **Cannon, Garland H.** "Linguistic Science and the Teaching of English as a Foreign Language," *College English,* 19:2 (November 1957), 73-75.

In teaching English as a foreign language, the instructor must concentrate on the structural and phonological differences between English and the particular native language of the student. Thus for greatest efficiency the ideal class should consist of students with the same native language. (3)

300. **Jennings, Anne.** "The Teaching of English to the Foreign Born," *Modern Language Journal,* 41:7 (November 1957), 338-341.

The English class provided by the St. Louis public schools for adult foreigners stresses pronunciation, structures, idioms, monologues, and writing. (2)

IV. LITERATURE

A. Description of Literature Programs

301. **Angoff, Charles.** "American Literature in Great Britain," *The Educational Record,* 43:2 (April 1962), 116-121.

The comparative lack of interest in the study of American literature in British universities is deplorable. The situation is improving, however, partly because of the encouragement of the United States government via our embassy in London. (6)

Cross-Reference IV. C.

302. **Ashe, Dora Jean.** "A New Approach to Middle English Literature," *The CEA Critic,* XXV:3 (December 1962), 6-7.

For years Middle English literature was taught in the original, and language was stressed. Later literature in translation was emphasized. The course is still in need of revision. If literature is to come alive, students need knowledge of the history, society, art, architecture, and music of the period. (The author outlines her course and lists texts and references she uses.) (1)

303. ——————. "Salute to Sophomore Survey," *The CEA Critic,* XXV:3 (December 1962), 3 ff.

The history of English literature, often called the sophomore survey, is yielding to humanities, aesthetics, world literature, and modern criticism courses. It may, however, be revived because it lends itself to a variety of approaches, emphases, and methods from which the professors may choose. (1)

304. **Blum, Irving D.** "Comparative Approach to Literature," *The CEA Critic,* XXIII:1 (January 1961), 3.

In a course including seven authors, the teacher chose a comparative and critical approach. Each author provided background against which to study the others. In papers and tests, the students traced themes and their various treatments. This method helped students see the relation between literature and life but did not sacrifice the detail each author merited. (1)

305. **Bowden, William R.** "Teaching Structure in Shakespeare: *1 Henry IV, Twelfth Night,* and *Hamlet,*" *College English,* 23:7 (April 1962), 525-531.

Charts with parallel columns adapt to exhibit a variety of structural elements: e.g., plot in *1 Henry IV,* character interrelationships in *Twelfth Night,* or the revenge theme in *Hamlet.* (9)

306. **Bradley, Sculley.** "The Teaching of Whitman," *College English,* 23:8 (May 1962), 618-622.

A teacher will find the richest treasure in teaching Whitman by concentrating on his unique qualities, including tension between time and the timeless, the way the idea *becomes* the poem, the rhythm which is revealed only in reading aloud, and the relation of his poetry and prose. (9)

307. Brown, Allen B. "A Checklist on the Novel," *The CEA Critic*, XXV:8 (May 1963), 4.

Test the novel being examined for (1) originality, (2) vitality, (3) strength of characterization, (4) verisimilitude, (5) plerophory (confidence of the author or of the reader that he is undergoing a meaningful experience), (6) structural and (7) thematic unity, (8) style, and (9) wealth and validity of embodied ideas. Each of these points is discussed in the article. (1)

308. Danzinger, Marles K. "The Eighteenth-Century Novel: A Comparative Approach," *College English*, 23:8 (May 1962), 646-648.

A comparative approach which uses Spanish, French, and German novels can better show the English achievement in the picaresque novel and the significance of the sentimental and Gothic traditions. (3)
Cross-Reference IV. B.

309. Eastman, Richard M. "The Open Research Seminar," *College English*, 23:6 (March 1962), 484-486.

An open seminar that includes introduction to the fields of linguistic and literary research, a sampling of the "distinctive projects, methods, and tools of each," and writing of a paper to practice this orientation can crown the undergraduate program and initiate the graduate student into scholarship. (9)

310. Friedrich, Gerhard. "Perspective in the Teaching of American Literature," *College English*, 20:3 (December 1958), 122-128.

American literature should be reconsidered as preeminently a literature of the role of the individual man in relation to himself, other individuals, the materials of nature, and the absolute.

311. ______________. "The Teaching of Early American Literature," *English Journal*, 49:6 (September 1960), 387-394.

Early American literature is meaningful if presented in the perspective of European literature and if materials selected go beyond the limits of New England. (2)

312. Garlitz, Barbara. "Uprooting 'Trees,'" *College English*, 23:4 (January 1962), 299-301.

An experiment with Kilmer's poem and others about trees suggests that exposure to poems of varying quality on the same subject can lead students to choose the best. (9)

313. Goodman, Oscar. "Lit-Comp Ratio II," *The CEA Critic*, XXV:5 (February 1963), 5-6.

In a literature course, writing should be an extension of class discussion. Required writing should strain the means of understanding the works studied. The amount of writing depends upon how much is needed to serve the function of comprehension through analysis. (1)
Cross-Reference II. B.

314. Grieder, Theodore. "Group Reports in Literature," *The CEA Critic*, XXV:8 (May 1963), 9.

Although there are certain shortcomings, group reports in literature can be successful. An instructor divided students into groups of four, each of which reported on an author, giving (1) his life, (2) an analysis of his work, and (3) critical opinions of his work. More class discussion and better comprehension and judgment of literature resulted. (1)

315. Hawkes, Carol. "Teaching the Novel," *The CEA Critic*, XXV:8 (May 1963), 6.

"Teach fiction, not history. A course in the novel organized by movement, method, or genre can strikingly demonstrate the literary process and quicken student interest, yet retain the clarity of chronological approach." A two-semester plan for teaching the English novel is outlined in the article. (1)

316. Klotz, Marvin. "Problems of Teaching Modern Literature," *The CEA Critic*, XXV:7 (April 1963), 1 ff.

The professor faces several problems in teaching modern literature: teaching students to read, providing background for unfamiliar aspects of modern life, adapting his methods to teaching the works of new authors, and finding in print the literature he has chosen. To a large degree the publisher, not the professor, determines what current writers may be taught in schools. (1)

317. **Louise, Sister Robert, O. P.** "Sophomore Survey Again," *The CEA Critic,* XXV:6 (March 1963), 6 ff.

A sophomore survey course of literary history can be given depth through lectures, outside reading by the class, and carefully controlled and well-prepared student panel presentations. (1)

318. **McAleer, John J.** "Teaching American Literature: Deposing the Survey," *Catholic Educational Review,* LX:1 (January 1962), 35-47.

The historical survey course gives a distorted view of American literature and is almost impossible to make interesting. A course that traces the "seminal ideas" in American literature by using paperbacks will give the student a real insight into our literature and increase his intellectual interest. (10)
Cross-Reference IV. B.

319. **McNamee, Lawrence F.** "New Horizons in the Teaching of Shakespeare," *College English,* 23:7 (April 1962), 583-585.

Shakespeare "becomes a part" of students who listen to a recording by capable actors while following an identical text line by line. (9)

320. **Millett, Fred B.** "Fifty Years of Achievement: Literature in Colleges and Universities," *College English,* 23:1 (October 1961), 49-51.

Graduate programs have permitted unfortunate deemphasis of Old and Middle English; accepted post-seventeenth century periods with undue attention; and been influenced by New Criticism to stress literary-critical theory and its application, reverse certain authors' reputations, and approve explicatory-critical dissertations, especially of "in" authors. Undergraduate programs have excessively emphasized contemporary (especially American) literature; developed promising humanities-Great Books courses; and, under the New Criticism, have stressed close analysis of complete works, reduced literary history in "galloping" surveys, and fostered independent study. (9)
Cross-Reference I. A.

321. **Milstead, John.** "Sophomore Literature," *College English,* 19:4 (January 1958), 146-151.

The literature course for underclassmen should try to involve the student with the joys and rewards of reading, not the difficulties. Thus the course for the general student should avoid intricate explications and the works that require it, emphasizing instead human values and works rich in plot, character, and meaning. (3)

322. **Postman, Neil.** "The Scientific Spirit and the Modern Classroom," *Teachers College Record,* 62:4 (January 1961), 299-303.

The best way for a literature teacher to help his students to reflect rationally upon their responses to literature is to lead them along in the spirit of scientific inquiry. The teaching of grammar is particularly accessible to the method of science. (5)

323. **Phillipson, John S.** "Dover Beachhead," *The CEA Critic,* XXIV:2 (February 1962), 4.

A specimen of faulty criticism of a piece of literature can be useful in sharpening the critical powers of a class. A student-written critique of Dover Beach, which the author used with his students to help them reach a sound analysis of the poem, is included in the article. (1)

324. **Potter, James L.** "Seminar on the Creative Process," *The CEA Critic,* XXIII:1 (January 1961), 6-7.

Is the author's creativity limited or directed? What is inspiration? Does plot, mood, theme, or subject start the creative process? How much is creation? How much is technique? These questions and others were studied by students, who used their own and authors' manuscripts. For term papers, they studied the creative methods of a single author. (1)

325. **Simons, Joan O.** "Teaching Symbolism in Poetry," *College English,* 23:4 (January 1962), 301-302.

Blake's "Ah, Sun-Flower" is effective for introducing symbolism because it is a single symbol and is brief. (9)

326. **Slack, Robert C.** "Victorian Literature as It Appears to Contemporary Students," *College English,* 22:5 (February 1961), 344-347.

Victorian literature cannot be made viable to our students by suggesting Victorians were moderns but possibly by showing *how* it moved Victorian readers.

327. **Spacks, Patricia Meyer.** "Eighteenth-Century Poetry: The Teacher's Dilemma," *College English,* 23:8 (May 1962), 642-645.

Using Collins' "Ode Written in the Beginning of the Year 1746" suggests how students' honest and immediate irritation with eighteenth century poetry can be directed toward key issues of the poems to reveal their unity, complexity, and poetic purpose. (9)

328. **Steinberg, Erwin R.** "A Kafka Primer," *College English,* 24:3 (December 1962), 230-232.

By studying the short pieces "Give It Up!" and "The Helmsman," students can be introduced to the various techniques of Kafka without getting involved in biography and extended symbolism. (9)

329. **Stewart, Randall.** "Present Trends in the Study and Teaching of American Literature," *College English,* 18:4 (January 1957), 207-211.

The critical revolution has resulted in a critical, rather than the old historical, approach to American literature courses, though the influence of American Studies tends to push the other way. In current scholarship there is vigorous activity, approaching in quantity the amount being done in the much larger field of English literature. (3)

330. **Townsend, Francis G.** "The Teaching of Victorian Literature," *College English,* 22:5 (February 1961), 347-350.

To win modern students, first establish the intellectual milieu through the essays; then concentrate on a few major authors, freely admitting literary weaknesses before suggesting merits. (9)

331. **Williams, Joseph M.** "Caliban and Ariel Meet Trager and Smith or Descriptive Linguistics and Teaching Literature," *College English,* 24:2 (November 1962), 121-126.

When a methodology has been devised, descriptive linguistics will become a useful tool in the literature class, since with it the instructor can substantiate otherwise intuitive generalizations about the differences in texture between verse and prose, between the utterances of one Shakespeare character and another. (3)

Cross-Reference III. B.

B. Objectives in Teaching of Literature

332. **Chatman, Seymour.** "Reading Literature as Problem Solving," *English Journal,* 52:5 (May 1963), 346-352.

The reading of literature is on one level a form of problem solving that requires a linguistic apparatus of three mechanisms: grammatical, lexical, and interpretational analysis. English teachers can help their students learn to read literature by helping them develop a problem solving attitude and method. (8)

Cross-Reference II. C.

333. **Denise, Sister Mary, B.S.M.** "The Present Challenge in English Teaching," *Catholic Educational Review,* LV (1957), 540 ff.

Because English is the study most closely related to life, its influence is tremendous. Its greatest accomplishment is the building of attitudes. (7)

334. **Emerson, Everett H.** "Hawthorne in General Education," *The CEA Critic,* XXV:9 (June 1963), 1 ff.

In teaching Hawthorne at the freshman level, where one is principally concerned about the educative effects of books on students, one should go from the simple to the more difficult. "Wakefield," "Young Goodman Brown," "Ethan Brand," and then *The Scarlet Letter* form a program which has been tried with excellent results. (1)

335. **Erlich, Robert S.** "How Do We Approach the Humanities?" *Junior College Journal,* XXXIII:3 (November 1962), 163 ff.

Through careful selection and use of great literature, implications of society's beliefs and how they affect actions and patterns of living are examined with the specific aim of arriving at a harmony between beliefs and living patterns. (11)

336. **Foote, Dorothy Norris.** "How to Teach an Age," *The CEA Critic,* XXIII:4 (April 1961), 7.

An age should not be taught as history or biography but as a period that was modern and vital to people then living. Twentieth century interpolation should follow the study of the meaning and value of a piece of literature in its own time. (1)

337. **Hoag, Kenneth.** "Teaching College English: Five Dialogues—IV (Teaching Sophomore Literature)," *College English,* 20:3 (December 1958), 117-122.

The sophomore course offerings are complicated by the many different purposes for which the courses are designed. (3)

338. **Kaplan, Charles.** "On Period Courses," *The CEA Critic,* XXI:5 (May 1959), 8.

Period courses in literature are likely to become a survey of the literature, with the historical and philosophical backgrounds, of the period. A course in which the "climate" of the period is revealed through intensive reading of a few works is more likely to broaden a student's intellectual horizons than the usual period course will. (1)

339. **Lepke, A. K.** "Emphasis in the Teaching of Comparative Literature," *Modern Language Journal,* 41:4 (April 1957), 157-167.

Comparative literature courses can be integrated and made meaningful by seeking answers to six problems: (1) the artist's isolation, (2) "man-made authority-ruled and law-stricken" nature of society, (3) the place of science, (4) the certitude of faith versus the arguments of reason, (5) the quest of mystical insight, (6) the claims and validity of morality. (2)

340. **Mahoney, John L.** "Foundations of Introductory Courses in Literature," *Catholic Educational Review,* LIX:1 (January 1961), 40-42.

Literature courses must not present literature as moral lessons, escapism, or interesting craft. Rather, they should provide the student with a fundamental understanding of art and its relation to life. (10)

341. **Rockas, Leo.** "A Program for Literary Theory," *The Journal of General Education,* 14:4 (January 1963), 266-272.

Teachers of literature should imitate teachers of music in stressing theory. Why not set up a course in which students would be prepared to demonstrate a critical and imitative proficiency in the chief styles of English poetry and prose? (6)
Cross-Reference IV. A.

342. **Rosenthal, M. L.** "On Teaching Difficult Literary Texts," *College English,* 20:4 (January 1959), 155-163.

In order to teach literature effectively it is necessary to teach the student trust of his own primary responses, to help him cultivate a widening awareness of what is present in the work and an openness that will permit him to catch clues and elements of the design, and to correct earlier misreadings. (3)

343. **Rottenberg, Annette T.** "Obviously Bad," *English Journal,* 52:7 (October 1963), 469-500.

One of the objectives of teaching literature is to help the student to recognize what is good and what is bad writing. The class can evaluate two novels of differing quality such as James's *The American* and Taylor Caldwell's *The Final Hour.* Such a comparative method helps develop critical facility. (8)

344. **Russell, David H.** "Contributions of Reading to Personal Development," *Teachers College Record,* 61:8 (May 1960), 435-442.

The article expresses concern about how little we know of the reading process and in particular of what the author calls the third and fourth levels of reading: interpretation of the literary work and the acquisition through reading of fresh insights into our own and others' lives which thus change us as persons in our outlook and behavior. It describes some of the research already done on the problem, notes its relative paucity, and urges that more be done. (5)

345. **Schutte, William M., and Steinberg, Erwin R.** "What Good Is Literature Anyhow," *The Journal of Higher Education,* XXIX:9 (September 1958), 322-330, 352.

A record of what was said during the last session of a television seminar. Student participants, non-English majors, had read eight modern American novels. Their comments reveal their enthusiasm, the satisfactions they had derived, and the learning received. The two teachers chose the books and served as discussion leaders. (5)

346. SPILLER, ROBERT E. "Is Literary History Obsolete," *College English,* 24:5 (February 1963), 245-351.

Although the "new" criticism "has sent us back to the text and taught us to read," the reaction against literary history has been too great. Common sense calls for a balance between historical and developmental scholarship and analysis. (6)

347. TEMMERMAN, JOHN. "Panel Discussion on the Teaching of Great Books," *The CEA Critic,* XXI:1 (January 1959), 6.

Teaching of great books aims at understanding, appreciation, and critical evaluation, both literary and philosophical. Understanding involves imaginative, emotional, and intellectual identification with the objective meaning of masterpieces on their own terms. A teacher should not avoid final judgment even though he is influenced by his personal commitment as to the nature of reality. (1)

348. TOVATT, ANTHONY L. "Two Basic Convictions about Teaching Literature," *English Journal,* 49:8 (November 1960), 528-535.

The literature teacher must be convinced that he can make choices for the literature class which are based on its needs; literature, to be meaningful in the future for students, must be meaningful in the present. (2)

349. WALSH, CHAD. "When a Poem Confronts an Undergraduate," *College English,* 24:5 (February 1963), 383-388.

In the introductory course in poetry the instructor should employ methods which will lead the student to an enjoyment of poetry and which will introduce him to a set of habits that will enable him to read with ever increasing comprehension. (6)

350. WIMSATT, W. K. JR. "What to Say about a Poem," *College English,* 24:5 (February 1963), 377-383.

The teacher-critic's commitments include explanation of the explicit meaning of the words of a poem, description of the poem (both internal and external), and the activity of appreciation. (6)

C. Administration of Literature Programs

351. PETER, SISTER MARY, R.S.M. "Good Sources Make Good Courses," *Catholic Educational Review,* LVIII:8 (November 1960), 548 ff.

Course restriction to a single text is antiquated. The bibliographical approach more nearly assures interest and breadth of student-teacher experience. (7)

352. TRILLING, LIONEL. "English Literature and American Education," *Sewanee Review,* 66:3 (Summer 1958), 364-381.

In thirty years, the growing interest in American studies and world literature and the compulsion to study modern writers concerned with the plight of modern man have replaced English studies to a point where we are losing our view of England as the *other culture* for Americans as Greece was once for Europeans. (3)

D. Experimental Programs—Teaching Suggestions

353. ANDERSON, WALLACE L. "Metrical Deviations and the Teaching of Poetry," *College English,* 19:6 (March 1958), 259-263.

A student, when forced to, can memorize the several metrical patterns and learn to repeat them, but in so doing he seldom comes to appreciate meter as an essential of verse. By concentrating on metrical deviations, the student learns both the essentials of meter and the importance of meter to poetry. (3)

354. BOLMAN, FREDRICK JR. "The College's Responsibility," *Saturday Review,* 44:46 (November 18, 1961), 50 ff.

Reading programs geared to contemporary writing as a supplement to literature programs are effectively helping to eliminate the problem of student nonreading on some campuses like that of Franklin and Marshall, the principle being that what present-day writers deal with is, or can be made to be, of intense interest to students. (11)

355. BONGIORNO, ANDREW. "The Teaching of Lyric Poetry," *The Journal of General Education,* 12:1 (January 1959), 50-59.

Discusses the methods the student needs to understand a poem and the standards by which he may evaluate it. (12)

356. Byrns, Richard H. "Technological Aids in College Literature Courses," *The Journal of Higher Education,* XXXI:8 (November 1960), 455-457.

If films, televised lectures, and recordings are recognized for what they are—mechanical aids and not substitutes for classroom teaching—they can well be used by and for students to increase their knowledge and appreciation of literature. (5)

357. Collins, Harold R. "A Booby-Trapped Objective Quiz," *College English,* 21:1 (October 1959), 29-30.

The police quiz in the introduction to literature course can be made more effective if it is booby-trapped with occasional nonsense questions. The student, forced to identify such questions as nonsense, becomes wary of all questions, reading and answering the legitimate questions more carefully. (3)

358. Connolly, Thomas E. "Faulkner's *A Fable* in the Classroom," *College English,* 21:3 (December 1959), 165-171.

The difficulties that students experience in reading and discussing Faulkner's *A Fable* are lessened when they are given a carefully detailed outline of both the plots and the appearances of the characters. This outline helps reveal such things as Faulkner's methods of characterization and the structure of the novel. (3)

359. Cramer, Maurice B. "*Billy Budd* and *Billy Budd,*" *The Journal of General Education,* 10:2 (April 1957), 78-91.

Compares *Billy Budd* the novel (Melville) with *Billy Budd* the play (Coxe and Chapman) in order to point up narrative devices and effects available to the novelist which are denied the playwright. (12)

360. Curtis, Dahl. "The Victorian Challenge to Teaching: One Answer," *College English,* 19:3 (December 1957), 127-129.

One way to teach the course in Victorian literature is to select a topic vital to the period and study how various writers in all genres have dealt with it. The danger of achieving only a limited view of the period is compensated for by a new vitality in student and teacher. (3)

361. De Baun, Vincent C. "A New Teaching Method," *The CEA Critic,* XX:8 (November 1958), 1 ff.

When a two-term course in English romantic literature was reduced to one term, the writer limited the course to a study of five poets and led his students through the works of these poets to the shaping of a theory of romanticism. Vividly presented material and a carefully designed plan, outlined by the author, were necessary to the attainment of his objective. (1)

362. Eliot, T. S. "On Teaching the Appreciation of Poetry," (Reprinted from *The Critic*) *Teachers College Record,* 62:3 (December 1960), 215-221.

Mr. Eliot believes that students can be led to appreciate poetry if the work of living poets is read to them by a properly enthusiastic and discriminating teacher upon whose personal taste alone the selection of the poems read must rest. There should be no formal teaching, no examinations, and not too many poems. After love of contemporary poetry has been thus aroused, the teacher can then formally present the classic poets of the past and give examinations on them in the accepted conventional way. (5)

363. England, Martha Winburn. "Teaching *The Sound and the Fury,*" *College English,* 18:4 (January 1957), 221-224.

With a reconstruction at hand of the table of chronology used by Faulkner when he wrote the novel, *The Sound and the Fury* can be taught to average college freshmen in such a way that they grasp a number of the aspects of the novel, of literature, and of art. (3)

364. Friedrich, Gerhard. "A New Course in American Literature," *College English,* 18:4 (January 1957), 212-214.

The redesigned American literature survey at Haverford College abandons the traditional study of all American writers for a study of major authors in inexpensive and complete paperbound editions. Emphasis, constituting a historical structure for the course, is given to the interrelationships of the authors, to what they wrote about each other. (3)

365. Gerould, Daniel Charles. "*The Cherry Orchard* as a Comedy," *The Journal*

of General Education, 11:2 (April 1958), 109-122.

The Cherry Orchard should be approached not as a social drama but as comedy, its proper genre. If it is restored to the humanistic tradition, it may occupy an important position in the humanities course. (12)

366. **Goldberg, Homer.** "Poetic Inference: A Lecture to Beginning Students," *The Journal of General Education,* 11:1 (January 1958), 35-44.

The author suggests the range of poetic signs and demonstrates some of the kinds of inference involved in reading. This lecture follows a four-day class discussion of a representative selection of poetry, including some of the poems referred to in the lecture. (4)

367. **Holt, Lee E.** "Breaking Departmental Barriers," *The Journal of Higher Education,* XXIX:1 (January 1958), 38-40, 58.

With the subject matter of America between the two world wars, two professors (a historian and an American literature specialist) conducted an integrated three-week, three-hour-a-day course. Mr. Hall, a third professor, audited the course and describes its effectiveness and what it did both to the teachers and to the students. (5)

368. **Janet, Sister Mary, S.C.L.** "Critics on Tape," *College English,* 21:2 (November 1959), 97-98.

The task of awakening student interest in the comments of critics on the works of literature under study can be accomplished to some degree by playing tapes on which the critics' comments have been recorded more or less dramatically. (3)

369. **Joselyn, Sister M., O.S.B.** "Some New Features for the Enriched Sophomore Section," *College English,* 23:2 (November 1961), 149-151.

Besides the usual semester essay, students in a superior section also recorded in a weekly "log" information on reading and class discussion plus their observations and comments; the teacher wrote comments thereon and used the logs as stimulants in future discussions. (9)

370. **Keenan, John.** "Teaching the American Musical," *College English,* 24:7 (April 1963), 524-526.

Some of the better musical plays should be taught in the classrooms. An effective approach is that of having the students read concurrently the musical and the play on which it is based, e.g., *Pygmalion* and *My Fair Lady.* (6)

Cross-Reference V.

371. **Knoll, Robert E.** "*The Unvanquished* for a Start," *College English,* 19:8 (May 1958), 338-343.

Looking for the ideal Faulkner book that will promote appreciation of other Faulkner works, the teacher would do well to consider *The Unvanquished,* a unified collection of short stories, part of the Yoknapatawpha cycle, with a central character immediately appealing to college students. (3)

372. **Lanter, Paul.** "Belinda's Date," *College English,* 20:4 (January 1959), 164-166.

In order to enable students to come to a fuller understanding of "The Rape of the Lock," it is helpful to understand Belinda's problem in relation to dating practices. (3)

373. **Lewis, R. W.** "Analyzing a Novel," *College English,* 19:7 (April 1958), 306-309.

Discussion of a novel in a sophomore literature course can be accomplished with widespread participation and a good degree of thoroughness by breaking the class into groups and giving each group a certain aspect of the novel as its responsibility. (3)

374. **Maclean, Norman.** "Literary Criticism, History and Teaching," *The Journal of General Education,* 11:3 (July 1958), 157-160.

As teachers of literature, we should use both the critical and the historical approaches, should say something about the art of writing and its history, but should also give some attention to the testing of our literary analyses. (12)

375. **Martin, Harold C.** "Criticism and Pedagogy," *Illinois English Bulletin,* 50:3 (December 1962), 1-15.

Along with some formal explication of literary work as thing in itself, the high school teacher should use accurate biographical and historical information for "deepened understanding" of the work, for this can help the student, who tends to regard literature as simply one part of life, to see it as a part "that sheds light on all other parts." (6)

376. **Morton, Richard.** "The Educative Force of Irony," *Liberal Education,* (Assoc. Amer. Coll. Bull.) 46:4 (December 1960), 518-525.

Three major techniques of irony, "the discrepancy of style and subject"; the use of a character mask by the author, "who often refuses to define his position"; and "the apparent acceptance of obviously untenable moral positions" oblige the student to evaluate for himself. (4)

377. **Orel, Harold.** "What They Think about Teenagers in Books," *College English,* 23:2 (November 1961), 147-149.

An experiment in reading nine novels and one play about problems of teenagers and young adults provided freshman honors students with a maturing experience that may lead to richer reading experience in advanced courses. (9)

378. **Sandberg, Edwin T.** "The Novel: An Experiment in Living," *The Journal of Higher Education,* XXVIII:6 (June 1957), 337-339.

As an effective means of assessing students' reading of assigned novels, have the students report in writing on the philosophy of life embodied in each novel and on the extension of that philosophy into the students' own lives. Then have them select the character from each novel with the most clear-cut philosophy, group the characters according to what they have in common, and have the students act out the characters' attitudes for the benefit of student audiences. (5)

379. **Sinaiko, Herman L.** "The Value of the Very Large Novel in a General Education Course: A Case for *Anna Karenina,*" *The Journal of General Education,* 12:4 (October 1959), 209-221.

The following aspects of characteristics of *Anna Karenina* should be treated fully in class discussions: manner in which Tolstoi handles individual scenes and episodes, his stern and uncompromising morality as it emerges from the incidents, and the plot or structure by which episodes and morality are bound into an artistic whole. This novel may be used in the humanities course to develop the critical perceptiveness of students. (12)

380. **Slater, Joseph.** "Early Light on Poetry," *College English,* 18:4 (January 1957), 214-218.

As an introduction to the study of poetry, "The Star-Spangled Banner" is at once well known and obscure to most students; it involves intricate meter, figurative language, and a vocabulary that requires use of dictionary and encyclopedia; and it seems to most students to be a worthwhile poem. (3)

381. **Stein, William Bysse.** "Teaching Hawthorne's 'My Kinsman, Major Molineux,'" *College English,* 20:2 (November 1958), 83-86.

In order to fully understand "My Kinsman, Major Molineux" the reader must understand the structure which takes form as a kind of ceremony or ritual of initiation. (3)

382. **Stonesifer, Richard J.** "Faulkner's 'The Hamlet' in the Classroom," *College English,* 20:1 (October 1958), 71-77.

Students who persist in a symbolic meaning of *The Hamlet* will discover a multitude of meaningful parallels moving back and forth through the novel. Faulkner is saying profound things about America's turning away from sound ideals. (3)

383. **Swanson, Ray Arthur.** "Forms of Discipline in Poetry," *The Classical Journal,* 55:2 (November 1959), 69-73.

Further evidence of how helpful the New Critics (Eliot, Ransom, and Tate in particular) can be to the classicist if he wishes to be as successful in the classroom as the able English teacher. (5)

384. **Taylor, Jerome.** "Oral Reading in the Teaching of Chaucer," *College English,* 19:7 (April 1958), 304-306.

An effective approach to Chaucer's *Troylus and Cryseyde* involves reading the entire work aloud during successive daily sessions. With both instructor and, later, students sharing the reading, the students gain a critical appreciation of the poetry and structure of the entire work and considerable facility in oral Middle English. (3)

385. **Weigel, John A.** "Teaching the Modern Novel: From *Finnegans Wake* to *A Fable,*" *College English,* 21:3 (December 1959), 172-173.

In teaching the modern novel, begin by introducing the class briefly to *Finnegans Wake* as the ultimate in the sophisticated use of language. Then the class can deal more easily with Proust, Mann, Kafka, and the others in a course climaxed with *A Fable*. (3)

E. Articulation with Other Areas

386. Dunkel, Harold B. "Dewey and the Fine Arts," *School Review*, 67:2 (Summer 1959), 229 ff.

Dewey's concept of education as instruction in problem solving, being biologically pragmatic, forced teachers to use literature and other arts as case histories in problem solving, a process which causes literature programs to languish. (2)

387. Steinerg, Erwin. "Articulation: A Sermon," *College English*, 20:8 (April 1959), 363-365.

Despite the popularity of the term "articulation," 75 percent of people teaching English in college do not have the vaguest notion of what the problems of the high school teacher are. (3)

F. The Literature Program in General Education

388. Boroff, David. "St. John's College: Four Years with the Great Books," *Saturday Review*, 46:12 (March 23, 1963), 58 ff.

A curriculum organized around a core of 100 Great Books trains the intellect and thus attains the proper goal of higher education. (11)

Cross-Reference IV. D.

389. Wallace, George, S. J. "Education, Poetry and the Person," *The Journal of Higher Education*, XXIV:6 (June 1963), 334-336.

Poetry is essential to the education process because it alone bridges the chasm between subjective experience, which is ineffable, and objective language, which is conceptual. (5)

G. The Literature Program in the Humanities

390. Webster, Harvey Curtis. "Who Reads the Classics?" *Saturday Review*, 44:11 (March 18, 1961), 11 ff.

The case for the reading of classical literature as a part of education in the humanities is extended to include contemporary literature, and along the way some suggestions are offered for more careful timing of what students read. (11)

H. The Literature Program in Vocational/Professional Schools

391. Siggins, Clara M. "Help Each Other," *The CEA Critic*, XX:1 (January 1959), 1 ff.

To bring graduate nurses more knowledge of literature than is included in three semester courses in English, the author organized the English Academy of the Boston College School of Nursing. Members meet weekly to discuss significant books and to listen to selected lecturers on literature. (1)

V. DRAMA AND TV

392. Ellis, Amanda M. "20th Century English-American Drama: Is It Worth Reading?" *The CEA Critic*, XXV:6 (March 1963), 1 ff.

The movement toward world literature courses has caused contemporary English and American drama to be overlooked. Colorado State has a popular course on twentieth century English-American drama which deals with both practical and aesthetic problems of the modern theatre. (1)

393. Freniere, Emil A. "Through a Glass Eye Brightly," *The Journal of General Education*, 12:4 (October 1959), 235-238.

The article relates the author's experience of giving a series of television lectures on literature and discusses informally the physical and technical limitations of this method of teaching. (12)

394. Holmes, James G. "A Literary and Practical Approach to Modern Drama," *Junior College Journal*, XXVIII:7 (March 1958), 397.

A course in modern drama may be based upon a twofold plan which involves the study of outstanding modern plays and the requirements of actual play attendance. This is a course both in modern drama and in theatre appreciation. (11)

395. O'Connor, Dan. "Cracking the Creative Nut," *Quarterly Journal of Speech*, XLIII:3 (October 1957), 295-298.

The author deplores barriers in the educational path of the creative writer attempting to break into educational and commercial television. Six story editors of major programs agree to consider scripts after they have been approved by the instructor. (12)

396. **Orel, Harold.** "Four Heresies in the Teaching of Drama," *Quarterly Journal of Speech,* XLV:1 (February 1959), 69-71.

In an attempt to expand the acquaintance of the inexperienced undergraduate with the living theatre, the instructor should employ many methods in teaching a play. He must abandon the notions that a play, to be a play, must be written as poetry; that "backstage tidbits" may be substituted for the play itself; that a dramatist's biography will explain all manner of things about the play; and that a play is a "kind of precipitant created by the ferment of social and political conditions." (12)

VI. SPEECH

397. **DeHaven, Clarence.** "Speech, Drama, and Radio-Television," *Baltimore Bulletin of Education,* XL:1 (1962-1963), 13-14.

The Baltimore Junior College program in communications offers a divided curriculum to prepare students for direct entry into professional radio, television, and the theatre. (11)

Cross-Reference V.; VII.

398. **Schueler, Herbert.** "Audio-Lingual Aids to Language Training—Uses and Limitations," *Quarterly Journal of Speech,* XLVII:3 (October 1961), 288-292.

Audiolingual devices have both values and limitations within the context of the teaching-learning situation. The language laboratory should be equipped with a closed circuit television system so that the student will be able to see himself speak as others see him as well as hear himself speak as others hear him. (6)

399. **Smith, Donald K.,** and **Scott, Robert L.** "Motivation Theory in Teaching Persuasion: Statement and Schema," *Quarterly Journal of Speech,* XLVII:4 (December 1961), 378-383.

Motivation can be defined on the bases of tension, learned behavior, individual interpretation, and goals. With this definition a schema is developed which will "serve the purposes of the student of persuasion in understanding and creating persuasive discourse." (6)

400. **Tade, George T.** "Conserving Professional Teaching Time in the Basic Speech Course: An Exploratory Study," *Peabody Journal of Education,* 38:6 (May 1961), 359 ff.

Use of undergraduate speech majors as teachers of experimental speech classes at Chapman College, California, is effective if course content, speaking assignments, and teaching methods are carefully set up, assisted, and monitored by regular instructors who advise on the teaching outline and evaluate results. (11)

VII. JOURNALISM

401. **Association For Education In Journalism Radio-TV Council.** "AEJ Radio-TV Council Outlines Minimal Teaching Requirements," *Journalism Quarterly,* 34:3 (Summer 1957), 364-365.

A curriculum preparing students for broadcast journalism must be a four-year program leading up to a bachelor's degree, and it must include:

1) a broad grounding in the liberal arts;
2) an understanding of broadcasting as a social instrument and in its relationship to government, industry, and the public;
3) training in the techniques of radio-television journalism;
4) guidance from a faculty equipped with practical experience; and
5) opportunity to work with the actual equipment of broadcasting. (3)

402. **Baird, Gladys A.** "Opportunities and Preparation in Home Economics Journalism," *Journalism Quarterly,* 40:3 (Summer 1963), 371-374.

A survey reveals plenty of opportunities for college graduates with a dual major in home economics and journalism (opinion varies on which is more important) both in retailing and in women's magazines. (3)

403. **Baldwin, Benjamin H.** "What about Equipment for Teaching TV News?" *Journalism Quarterly,* 34:3 (Summer 1957), 360-363.

In order to teach television news production effectively, a certain minimum of television equipment is essential. (3)

404. BRINTON, JAMES E. "Effect of Assigned Newspaper Reading on Knowledge of News," *Journalism Quarterly*, 35:1 (Winter 1958), 80-83.

An experiment designed to test the effectiveness of required newspaper reading assignments for journalism classes shows that the newspaper readers develop a significantly higher knowledge of news events than do students not given the newspaper assignments. (3)

405. BUSH, GEORGE S. "Needed: A New Look in Photojournalism Courses," *Journalism Quarterly*, 35:2 (Spring 1958), 216-220.

A survey of photojournalism courses shows that many of them are lagging behind the development of the camera as a reporter's tool, that the emphasis is still on the 4 x 5 sheet film, flashbulb camera instead of the more versatile roll film cameras that use existing light. (3)

406. __________. "Technique vs. Meaning in Photojournalism," *Journalism Quarterly*, 37:1 (Winter 1960), 97-101.

The growing realization by the journalism profession of a need for trained photojournalists leaves schools and departments with the problem of devising adequate photojournalism curricula. Because the ideal program would take five or six years, the necessary compromise four-year program must be one in which photographic techniques courses, not liberal arts or basic journalism courses, are neglected, since such technical knowledge may be acquired, though belatedly, on the job. (3)

407. CRANE, EDGAR. "Increasing Agreement on Grading among Reporting Instructors," *Journalism Quarterly*, 36:1 (Winter 1959), 49-52.

When several instructors of a new writing course conducted a group experiment to determine the extent of agreement in their grading practices, they discovered the expected disparity among their grades, but they found that for reasons not yet known this disparity decreased as the semester progressed. (3)

408. CRIST, LYLE M. "Journalism in the Small Liberal Arts Colleges," *Journalism Quarterly*, 35:3 (Summer 1958), 348-350.

A survey of the journalism offerings of a sampling of small liberal arts colleges reveals a limited number of professional journalism courses. The attempt is made to compensate for the lack of specific technical courses with the breadth of the liberal arts curriculum. (3)

409. CROWELL, ALFRED A. "A Survey of Education for Industrial Journalism," *Journalism Quarterly*, 37:1 (Winter 1960), 101-104.

In the years since World War II, a growing number of colleges have started to offer courses in industrial journalism. Though the number of such courses will probably continue to grow, some institutions deplore them as manifestations of undesirable course proliferation and curriculum splintering. (3)

410. CUTLIP, SCOTT M. "History of Public Relations Education in the United States," *Journalism Quarterly*, 38:3 (Summer 1961), 363-370.

Beginning in the 1920's with courses offered by newly appointed publicity directors of midwestern universities, expanding rapidly during the 30's and 40's, public relations courses are now a widespread part of American college offerings, though debate still continues on their proper function and even on the validity of such courses. (3)

411. __________. "The University's Role in Public Relations Education," *Journalism Quarterly*, 34:1 (Winter 1957), 68-70.

If public relations is to become a mature profession, it must develop practitioners with both extensive and intensive knowledge of the field. The University of Wisconsin curriculum in public relations is a broadly based liberal arts education oriented to a small core of basic courses in public opinion, public relations, and communications. (3)

412. DILTS, PEG. "How Magazine Editors View Journalism Education," *Journalism Quarterly*, 36:2 (Spring 1959), 217-218.

A survey of magazine editors reveals that journalism graduates must compete with graduates of other majors for the jobs in magazine publishing and that some editors feel that journalism education tends to deal too much with techniques and not enough with providing writing craftsmanship and a broad cultural background. (3)

413. Duncan, Charles T. "Oregon Seniors Rewrite Theses for Publication," *Journalism Quarterly*, 35:1 (Winter 1958), 85-86, 89.

To the long-standing requirement of a thesis for University of Oregon journalism seniors has been added the requirement of producing from the thesis a much condensed version rewritten in journalistic style and intended for newspaper publication. The results of the first experiment with this requirement included publication of several of the rewritten theses in major newspapers of the state. (3)

414. ____________. "Some Basic Realities in Journalism Education Today," *Journalism Quarterly*, 38:4 (Autumn 1961), 520-526.

Concern for the weaknesses in journalism education—lack of growth, failure to attract its share of bright students, the staffing of media from nonprofessional sources, its on-the-defensive attitude—is mitigated by such encouraging activities as seminars for high school journalism teachers and various new scholarship programs. (3)

415. Dunn, S. Watson. "Improving the Image of Advertising Education," *Journalism Quarterly*, 39:1 (Winter 1962), 75-78, 141.

Advertising education, of proven value in journalism, can improve its position through close cooperation between professors and professionals, internships for professors and students, accreditation of programs by the professional advertising associations, and expansion of advertising curricula. (3)

416. Fraley, Pierre C. "The Education and Training of Science Writers," *Journalism Quarterly*, 40:3 (Summer 1963), 323-328.

Though most practicing science writers received no specialized training in science, much thought is now being given to both undergraduate and graduate curricula designed to train the science writer. In addition, a number of foundations are sponsoring seminars in science for working newspapermen. (3)

417. Heath, Harry. "Faculty Rating of Students at Accredited Schools," *Journalism Quarterly*, 39:2 (Spring 1962), 223-226.

Though the formal rating of journalism students by their faculties is not now widely practiced, such ratings are useful both in job placement, present and future, and in improving the students' attitudes. (3)

418. Hess, J. Daniel. "Attitudes toward Journalism in Church-Related Colleges," *Journalism Quarterly*, 40:2 (Spring 1963), 236-237.

A survey of small church-related colleges reveals only a lukewarm attitude toward journalism courses, the idea of instituting religious journalism courses being dismissed because the subject is too specialized. (3)

419. Horrell, C. William. "The Status of Education for Photojournalism," *Journalism Quarterly*, 38:2 (Spring 1961), 213-216.

A survey of journalism schools reveals both considerable questioning of the need for photojournalism courses and wide disagreement on the goals of such courses. Photojournalism courses should be offered not to train photographers but to provide all future editors with a sensitivity for picture editing. (3)

420. Hvistendahl, J. K. "Use of 'Cloze' Procedure to Obtain 'Live' Statistics," *Journalism Quarterly*, 34:2 (Spring 1957), 255.

As an aid in helping journalism students to understand the principles of readability, the "Cloze" procedure is applied to "live" news stories that need rewriting. (3)

421. Jandoli, Russell J. "Extent of Journalism Studies in the U.S. Catholic Colleges," *Journalism Quarterly*, 40:1 (Winter 1963), 94.

A survey reveals that nearly half of the nation's Catholic colleges and universities offer courses in journalism under a variety of circumstances. (3)

422. ____________. "Journalism Education and the Social Sciences," *Journalism Quarterly*, 34:1 (Winter 1957), 63-67.

A survey of journalism schools reemphasizes the importance of basing journalism education upon the social sciences. The trend is toward increasing integration of journalism education with the social sciences, with attempts being made to redefine such concepts as the specific social science programs recommended for journalism majors and the advisability of offering certain social science courses in a context of journalism. (3)

423. Johnson, Lee Z. "Status and Attitudes

of Science Writers," *Journalism Quarterly*, 34:2 (Spring 1957), 247-251.

A survey sent to the National Association of Science Writers reveals the opinion that preparation for this branch of journalism should include both a strong liberal arts training and more than a smattering of science courses. (3)

424. **Lieberman, J. Ben**, and **Kimball, Penn T.** "Educating Communicators of Specialized Subjects," *Journalism Quarterly*, 38:4 (Autumn 1961), 527-534.

To keep the public better informed in highly specialized areas, a new journalism curriculum is proposed that would provide not only some depth of knowledge in at least one specialized field but also a basic understanding of the communication complex, of interrelationships of institutions in society, and of communicator skills. (3)

425. **Light, Israel.** "Science Writing: Status and Needs," *Journalism Quarterly*, 37:1 (Winter 1960), 53-60.

Very few colleges offer training that will help meet the nation's growing demand for science writers. A conference is suggested to study the situation and to propose experimental programs that might show ways of providing more adequately trained science writers. (3)

426. **Macrorie, Ken.** "A Literature without Criticism," *College English*, 22:8 (May 1961), 565 ff.

To cope with increasing quantity and fragmentation in mass communications, every English department should offer an upper level course in criticism of them. (9)

427. **Mott, Frank Luther.** "The Edifice of Education for Journalism," *Journalism Quarterly*, 36:4 (Fall 1959), 410.

Because the future of mankind depends upon enlightened self-determination, the training of competent, conscientious journalists is essential to that future. (3)

428. **Nelson, Harold L.** "Journalism History Courses in the United States," *Journalism Quarterly*, 37:3 (Summer 1960), 424-425.

A survey of journalism schools reveals that while most offer some sort of history of journalism course, fewer than half require such a course of all journalism majors, and the content of such courses varies considerably. (3)

429. **Peterson, Theodore.** "The Changing Role of Journalism Schools," *Journalism Quarterly*, 37:4 (Autumn 1960), 579-585.

Since World War II, journalism education has been moving away from the earlier trade school methods toward professional curricula analyzing the entire area of communications. Accompanying this change has been a growth in journalism research, a more academically trained faculty, and constantly growing graduate schools. (3)

430. **Porter, William E.**, *et al.* "Journalism, Communications and the Future of the Discipline," *Journalism Quarterly*, 40:4 (Autumn 1963), 580-593.

At a time when it faces many changes, journalism education must examine its contribution to society and its relationship to the institution of higher education. (William E. Porter)

Journalism education faces the problem of bringing both teachers and students into a joint orientation toward both journalism and communication, which task now requires more emphasis on communication. (Richard F. Carter)

Journalism education must adapt itself to the needs of the student, not of the media for which the student will work, by giving him courses that will start him toward being a professional journalist, including courses in communications offered within the journalism departments. (Jay Jensen)

Journalism education can use the science of communications as the core around which to build the various journalism specialties such as advertising and broadcasting. (Theodore Peterson) (3)

Cross-Reference II. A.

431. **Ross, Albion.** "The Comparative Approach: Key to More Effective Writing," *Journalism Quarterly*, 36:3 (Summer 1959), 335-340.

By making a study of comparative journalism: collecting and studying the treatments various foreign newspapers give to certain types of stories; examining the reporting by various foreign reporters of a major item of world news; and seeking out and employing other methods of reporting than the standard news story formula, both student journalists and professionals can move toward broadening and enriching journalism's conversation with humanity. (3)

432. Ross, Donald K. "Willard G. Bleyer and Journalism Education," *Journalism Quarterly,* 34:4 (Fall 1957), 466-474.

W. G. Bleyer, who instituted journalism courses at the University of Wisconsin, helped to shape journalism education by insisting on its integration with the social sciences and by his many efforts to aid practical journalism through academic research into its problems. (3)

433. Shipman, Robert O., and Marshall, Donald W. "An Experiment in Teaching Grammar by Testing," *Journalism Quarterly,* 39:3 (Summer 1962), 365-368.

Moved by the inability of many students to write acceptable English, the Columbia University Graduate School of Journalism has achieved marked improvement in its students' writing with a program of tests (to reveal to the student his own shortcomings) and self-instruction in spelling, grammar, and diction. (3)

434. Simon, Raymond. "Practitioners Cooperate with Public Relations Teachers," *Journalism Quarterly,* 35:2 (Spring 1958), 221-223.

The cooperation between public relations practitioners and the teachers of public relations courses may be broken down into six main methods:

1) guest speakers
2) field visits
3) field work courses
4) summer internships for students
5) summer internships for teachers
6) scholarships, awards, and grants (3)

435. ______________. "PRSA's Study of Public Relations Education," *Journalism Quarterly,* 34:1 (Winter 1957), 71-73.

This survey of college and university offerings in public relations shows that while a few institutions (fourteen) offer a public relations major, about 20 percent of those answering the questionnaire offer some sort of public relations training on the undergraduate level, and nearly all agree that public relations training should be based on a liberal arts education. (3)

436. Sissors, Jack J. "For More Democratic Methods in Journalism," *Journalism Quarterly,* 36:3 (Summer 1959), 341-345.

Because the journalist is one of the important supporters of democracy, it is essential that journalism classes be conducted democratically. (3)

437. ______________. "What Advertising Graduates Think about Their Education," *Journalism Quarterly,* 35:2 (Spring 1958), 220-221.

A survey of the graduates in the advertising sequence at Northwestern University resulted in a strong vote in favor of equal balance between liberal arts courses and professional courses for the advertising major. (3)

438. Smart, M. Neff. "The Press Conference in the Curriculum," *Journalism Quarterly,* 34:4 (Fall 1957), 496-497, 502.

The University of Utah journalism curriculum winds up with a press conference—senior seminar. Newsworthy persons from the state and nation appear on campus and are questioned in a press conference by journalism students who have previously researched these persons and who subsequently write news stories based on the press conference.

439. ______________. "A Proposal for 'Scholars' in Foreign News Reporting," *Journalism Quarterly,* 38:3 (Summer 1961), 371-372.

Because news gathering from world trouble spots, essential to national well-being, now suffers from a lack of expert journalists in the various critical areas, journalism schools should inaugurate five or six year journalism-language-history-political science curricula, with foundation or federal support, to provide area scholar-journalists. (3)

440. Stanton, Frank. "Some Questions for Journalists and Journalism Teachers," *Journalism Quarterly,* 36:4 (Fall 1959), 469-475.

Several problems face journalists and the teachers of journalists: Why is public knowledge of world and national news no better than it is? How are newsmen to equip themselves for reporting in an age of increasing specialization? With the constantly increasing speed and volume of news, how can the speed of the consumption of news be increased? (3)

441. WERTHIMER, JERROLD L. "Survey of Introductory Courses in Journalism," *Journalism Quarterly*, 35:1 (Winter 1958), 84-85.

A survey of a number of journalism schools and departments concerning the nature of introductory journalism courses indicates a need to redefine the goals of such courses in order to attract more and better students into journalism. (3)

442. WILCOX, WALTER. "Liberal Arts and Journalism: A Study of Curricula Structure," *Journalism Quarterly*, 35:4 (Fall 1958), 459-463.

A study of the course programs of graduating journalism majors reveals some variances from generally accepted concepts of journalism education:

1) The ratio of liberal arts courses to professional courses is closer to 2 to 1 than to the 3 to 1 considered ideal.

2) The commitment of journalism education to the social sciences is more theoretical than real.

3) The pattern of liberal arts courses taken by the journalism major lacks depth, such a lack indicating a need for reappraisal of the function of specific liberal arts courses in the journalism program. (3)

443. ______________. "Social Science, Natural Science, Humanities: Nomenclature Study," *Journalism Quarterly*, 36:2 (Spring 1959), 213-216.

A study of the various categories—natural sciences, social sciences, humanities—into which subjects are placed and of the disparities involved indicates the difficulties in making generalized requirements for journalism majors as to the categories in which they must take courses. (3)

444. WILSON, HAROLD W. "New Technology Challenges Graphic Arts Instructors," *Journalism Quarterly*, 38:2 (Spring 1961), 217-220.

Because of the growth in offset printing and other publication developments, graphic arts and typography courses must stress, with the aid of special equipment, greater efficiency and accuracy in editing and proofreading, more layouts and pasteups and less typesetting, and a greater critical sense of type and space relationships. (3)

VIII. THE PREPARATION OF ENGLISH TEACHERS

445. CHISHOLM, FRANCIS P. "Values of a Junior Affiliate," *College English*, 24:4 (January 1963), 321-322.

The value of a Junior Affiliate of NCTE will be increased greatly if it is composed of English majors and minors and prospective majors who are preparing for all levels of teaching rather than of only senior teaching majors. (6)

446. DEVANE, WILLIAM C., *et al.* "Controversy: On Graduate Literary Study," *The American Scholar*, 32:4 (Autumn 1963), 609-615.

Adverse reactions to "What's Wrong with Graduate Literary Study?" (Louis Rubin, *The American Scholar*, 32:2, Spring 1963) by William C. Devane and others who deny that historicism is rampant today and suggest values in both critical and historical approaches to literary study. Michael Bliss dissents. Rubin replies to his critics. (9)

Cross-Reference I. B.; IV. B.

447. ESTRIN, HERMAN A. "Articulation of English Instructors," *The CEA Critic*, XXIV:2 (February 1962), 7-8.

A committee of high school-college articulation was formed by the New Jersey Association of Teachers of English. Teachers on both levels exchanged classroom visits, discussed mutual concerns, and held an articulation conference with sixty colleges and high schools represented. A questionnaire elicited what the participants would like explored in future conferences. (1)

Cross-Reference I. E.

448. FISHER, JOHN H. "Certification of High School Teachers," *College English*, 19:8 (May 1958), 344-348.

A study of the various state requirements shows some general improvement in the requirements for the certification of English teachers since the last study was made in 1954. (3)

449. FOOTE, DOROTHY NORRIS. "Other Perspectives on the Profession," *The CEA Critic*, XXIV:5 (May 1962), 2.

The too scholarly English teacher will not be effective in his teaching because he can't relate literature to life. The teacher should accept the work of the scholar and should concentrate more on living life. (1)

450. Furness, Edna Lue. "What's Happening to the Teaching of English?" *School and Society*, 85:2113 (June 8, 1957), 201-203.

Cause for concern are the following: the number of English teachers has decreased by 44.7 percent in six years; in thirty-one states, the hours of professional education are more than the minimum requirement to teach English; "common learnings" programs are displacing English as a subject and decreasing the emphasis on literature and creative writing. (1)

451. Gresham, Foster B. "The Possibility of Regional Cooperation," *College English*, 18:6 (March 1957), 297-299.

Because local groups may lack power and national groups may be unwieldy, the regional professional association is the most effective source of action to improve the standards of teacher certification in English in any particular area. (3)

452. Grommon, Alfred H. "The Advanced Placement Program's Implications for the Preparation of Teachers of English," *College English*, 21:7 (April 1960), 373-378.

The expansion of the Advanced Placement Program of the College Entrance Examination Board has implications that affect the training of high school English teachers since they must be able to teach literature and writing on the college level. (3)

453. Hartung, Charles V. "Preparing Teachers of English," *The Journal of Higher Education*, XXIX:11 (November 1958), 437-440.

A clear distinction should be made between teaching methods and subject methodology. Training in the first should be primarily the responsibility of the department of education; instruction in the second is properly the province of the English department and should be taught by college teachers who have extensive acquaintance with what goes on in secondary schools. (5)

454. Herman, George. "The Nameless Profession," *College English*, 20:6 (March 1959), 285-290.

The English teacher because of the multiplicity of things assigned to him defies definition. Despite this, professors of English language and literature should try to find themselves a name. (3)

455. Hook, J. N. "College English Teachers: Leaders or Critics?" *College English*, 19:3 (December 1957), 93-99.

In the past, literary scholars tended to scorn such mundane matters as teaching freshman English or worrying about the public schools. It is the obligation of every member of the profession not only to be scholars but also to be enlightened participants in the whole educational process. (3)

456. Hovey, Richard B. "How to Get Hired: Advice to New Ph.D's," *College English*, 25:1 (October 1963), 1-6.

Wise and witty advice to the applicant to make a realistic assessment of himself and the prospective job, realizing that the ideal in environment, salary, and opportunity is unlikely. (3)

457. Jewkes, Wilfred. "Teaching the English Teachers," *College Board Review*, No. 45 (Fall 1961), 14-17.

Sixty English professors from twenty universities worked together profitably at the University of Michigan to construct a syllabus to be used at the 1962 Summer Institutes of the Commission on English. The purpose of the syllabus was to provide high school teachers with an opportunity to extend "their own knowledge and skills as students of literature." (6)

458. Kane, Thomas S. "Rhetoric and the 'Problem' in Composition," *College English*, 22:7 (April 1961), 503-506.

The instructor must himself master rhetoric before he can teach composition. (9)
Cross-Reference II. B.

459. Koerner, James D. "Teacher Education: Who Makes the Rules?" *Saturday Review*, 45:42 (October 20, 1962), 78 ff.

NCATE's history, standards, and sample cases of their application fit within the framework of an accrediting system for teacher education in our colleges and universities, especially perhaps as concerns the training of English teachers. (11)

460. McKiernan, John. "The Profession's

Reach: National Standards," *College English*, 18:6 (March 1957), 296-297.

If all students are to have equal opportunity, they must be taught English by teachers as well prepared as teachers in other subjects. There is a great need for national standards of certification of teachers of English. (3)

461. McNamara, Anne. "The Teacher of English," *Catholic Educational Review*, LV:7 (October 1957), 442 ff.

The literary scholar-teacher and scholar-critic, what he should and shouldn't be; the important aspects of dedication, illumination, and joy; and the pursuit of truth through the profane and the beautiful are discussed. (7)

462. Miller, James E. Jr. "Notes from an Editor," *College English*, 24:7 (April 1963), 554-556.

An effective way for college English departments to end their isolation from the profession and to assume the responsibility they should be carrying would be to plan doctoral programs in which genuine research in the teaching of English would be accepted. (6)

463. Moake, Frank B. "Training Graduate Students as Teachers at the University of Illinois," *Illinois English Bulletin*, 51:3 (December 1963), 11-16.

Ranking staff members conduct regular group meetings, class visitations, paper-grading checks, and individual conferences with graduate teachers and make written evaluations based thereon. (9)

464. Nicoll, Allardice. "English Studies for Americans in British Universities," *Association of American Colleges Bulletin*, 44:2 (February 1958), 301-305.

American students of English in England should realize that there are many fine specialists teaching in the provincial universities. Oxford, Cambridge, and London universities do not monopolize educational excellence. (4)

465. Oliver, Kenneth A. "An Open Letter to English Teachers," *College English*, 18:6 (March 1957), 305-309.

If high school students are going to become better writers and readers, their teachers will have to be much better trained by the college English department in those areas —such as grammar and vocabulary—in which they will have most to accomplish in their high school teaching. (3)

466. Reim, David M. "Psychology for Ph.D. Candidates," *The CEA Critic*, XX:2 (February 1958), 7.

In Ph.D. programs, time spent in the accumulation of details could well be devoted to study in the related fields. The author advocates a broader knowledge in psychology which can teach the scholar in literature much about reactions and changes in human personalities. (1)

467. Rice, Warner G. "The Preparation of College Teachers of English," *College English*, 24:8 (May 1963), 635-638.

Since it appears that, in the immediate future, we shall not screen teaching candidates so carefully as we should, it is imperative that we prepare them as adequately as possible for a rapidly changing society. Relative to our own discipline, this means that we cannot retreat behind a narrow definition of literature. (6)

468. ______________. "The Preparation of Teachers in Colleges and Universities," *College English*, 20:8 (May 1959), 413-414.

In order to improve the teaching in the English profession it will be necessary to organize methods to instruct fledgling teachers in new ways of teaching. Direction must surely be given those who plan to teach the elementary courses in the college. (3)

469. Ridge, Ross George, and Foster, Edward. "Doctoral Studies in English," *The CEA Critic*, XX:2 (February 1958), 1 ff.

Too many Ph.D.'s are not well prepared for teaching. They are weak in the subject matter background for courses in general literature, composition, and communication, as well as in the skills and personal qualities which make for good teaching. (1)

470. Rubin, Louis D. Jr. "What's Wrong with Graduate Literary Study?" *The American Scholar*, 32:2 (Spring 1963), 213-228.

Our present historically oriented Ph.D. programs convert the would-be student of literature into a historian who considers critical analysis as an inferior, unscholarly art, whereas graduate literary study should "from the beginning" train him to understand and appreciate literature as individual works of the imagination. If the Ph.D. is to serve its ostensible purpose of "enhancing and intensifying the quality of literary study," it must be thoroughly revamped. A strong effort by scholars of "unquestioned stature" at one major graduate school—most of whom attained their eminence without or in spite of Ph.D. training—could soon "liberate the entire profession." (6)

471. Schorer, Mark. "Notes from Berkeley," *College English*, 24:7 (April 1963), 556-559.

The Department of English of the University of California (Berkeley) assists in the preparation of teachers through courses in English methods, advanced composition, and the teaching of Shakespeare and through lectures on literature for the teachers of the San Francisco public schools. (6)

472. Searles, John R. "The Professional Education of the Teacher of English," *College English*, 18:6 (March 1957), 301-304.

The courses in education required of undergraduates working for certification should be cut to a minimum composed of those subjects essential to the beginning teacher: psychology, orientation to teaching, methods, and practice teaching. (3)

473. Seronsy, Cecil C. "What to Do with a Methods Course in English," *Educational Forum*, 23:4 (May 1959), 473-480.

The methods course described and outlined herein aimed at increasing students' (1) knowledge of great works in English and other literature, (2) love of good reading, (3) ability to teach English composition, and (4) awareness of various levels in understanding and skill to be found among their future pupils. (1)

474. Siggins, Clara M. "The Sorry Scheme of Things," *The CEA Critic*, XXI:4 (April 1959), 9.

Replying to Norman Foerster, who said that a qualified student will "pick up by actual experience about as soon as he needs it" the practices which make for pedagogical success, the author argues that guidance, counseling, and study of the science of education are necessary. (1)

475. Simonini, R. C. Jr. "Linguistics in the English Curriculum," *College English*, 19:4 (January 1958), 163-165.

Growing out of historical philology, linguistics has become a complex discipline with numerous subdivisions. Because most English majors become English teachers and because more of their teaching is devoted to language than to literature, it is unreasonable not to require of every English major at least two courses in linguistics. (3)

476. Slaughter, Eugene E. "Organizing State-Wide Efforts for the Improvement of Professional Standards: The Oklahoma Story," *College English*, 18:6 (March 1957), 299-301.

The Oklahoma Council of Teachers of English, with the cooperation of state officials, has conducted a number of studies and investigations which have helped raise certification standards by revealing weaknesses in the preparation of English teachers in the state. (3)

477. Steinberg, Erwin R. "Root Concepts for the Training of English Teachers," *Educational Forum*, 21:2 (January 1957), 177-183.

Needed for the education of English teachers is a coherent program which exposes students to several basic concepts (the writer explains these in detail) for four years and requires students to use them in a wide variety of situations. These basic concepts can be developed in education, psychology, language, and literature courses. (1)

478. Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1959-1960," *English Journal*, 50:2 (February 1961), 111-125.

__________. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1960-1961," *English Journal*, 51:2 (February 1962), 123-140.

__________. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1961-1962," *English Journal*, 52:2 (February 1963), 118-136.

Each of these articles summarizes many research studies on the high school and college levels for the following fields: (a) teaching of writing, grammar, and spelling, (b) teaching of speaking, listening, and viewing, (c) teaching of vocabulary, (d) teaching of reading, (e) social and experiential factors associated with the English language arts, and (f) the status of the teaching of English language arts. Lengthy bibliographies are included. The author adds comments on the problems of current research methodologies in English studies. (8)

479. **Thompson, Frank H. Jr.** "Teaching Degrees," *College English,* 20:9 (May 1959), 416-417.

No Ph.D., M.A., or B.A. can make a foolish, unthinking person a good teacher. The Ph.D. and M.A. can live amicably together in the same department. (3)

480. **Tuttle, Donald R.** "Basic Considerations in Preparing, Certifying, and Assigning Teachers of English," *College English,* 24:8 (May 1963), 619-624.

Significant problems related to the inadequate preparation of teachers of English include "(1) the evolution of comprehensive public education coinciding with the emergence of this country from a frontier, to a rural, to an urban society; (2) the cultural lag remaining from this evolution, the perpetuation of the requirement that teachers be prepared in many fields; (3) the lack of proportion in certification requirements and actual preparation between teachers in the academic and those in the so-called 'special fields'; (4) the lack of an administrative philosophy about staffing the secondary school, and the resulting misassignment of teachers." (3)

481. "How Should Teachers Be Educated?" *Saturday Review,* 44:24 (June 17, 1961), 68 ff.

The results of a questionnaire sent to seven U.S. educators indicate answers significant for subject matter training as more important than education courses—except to professional educators. (11)

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